

# **Cross-Curricular Literacy:**

## **Key Strategies for Improving Secondary Students' Reading and Writing Skills**



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This resource was developed by Instructional Leaders of the  
Toronto District School Board to help teachers improve students'  
reading and writing skills in all subject areas.

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This document has been reviewed for equity.

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# **Cross-Curricular Literacy: Key Strategies for Improving Secondary Students’ Reading and Writing Skills**

## **Introduction**

Who is responsible for teaching literacy?

The short answer is, every one of us: every teacher in every subject area is a teacher of literacy.

In elementary school, usually in the primary grades, students learn how to read and how to write. But as they mature, students must read and write to learn. They use their reading skills to access and understand knowledge and ideas. They use the writing skills they’ve acquired to represent that knowledge and understanding in a wide variety of ways. To gain confidence and competence in reading, students need to read, discuss, and understand a wide variety of types of texts. Similarly, students need to write for real purposes and for real audiences, using a wide variety of text forms and genres to enable them to be confident, competent writers.

Of course, many of our students enter high school with well-developed literacy skills that enable them to excel in their school subjects. But for those students who lack confidence in their abilities as readers and writers, and who have significant gaps in their literacy knowledge, success becomes an increasingly elusive goal. It’s vitally important that we equip all of our students with the literacy tools they need as the texts they read and write in their many subject disciplines become increasingly complex.

“Why me?” you ask. “Why not the English teacher, whose job it is to teach reading and writing? Why me? How can I teach literacy when I have all this content to cover?”

The answer is that no one knows better than subject teachers themselves what the literacy demands of their own subject areas are. By sharpening your focus on the reading and writing skills that are important to your discipline, you will be improving your students’ ability to understand and write about the content of your subject. Improved student literacy, therefore, becomes the way through the content and results in improved student achievement.

This document provides practical lessons for your classroom practice, helping you help students improve their literacy skills. Section one, “Reading,” demonstrates how to enhance reading for all students’ comprehension, before, during, and after reading, with 5- to 15-minute mini-lessons focusing on specific course content. Section two, “Writing,” demonstrates how to help students master the most common forms of writing featured in all academic disciplines in secondary school, including the forms of writing tested in the Ontario Secondary School Literacy Test.

So who’s responsible for teaching literacy? I am. You are. We all are.

# Features of This Text

Each double-page spread is a stand-alone unit, containing all the information needed to implement one strategy. Browse the manual until you find an appropriate strategy for your subject and student group.

The left face of each spread defines and describes the practices useful for teaching the strategy. The sidebar contains significant terminology and support information.

When to apply the strategy, its name, and definition.

## Before Reading

### Prior Knowledge 5

### Direct Teaching

Before students read a selection, the teacher gives them direct instruction on the vocabulary and key concepts that they need in order to understand the text.

#### What the Teacher Does Introduce

- explain to students that some words have very specific meanings when they are used in different subjects
- for example, "cell" means something different in science, mathematics, and law

#### Teach

- identify specialized vocabulary and terminology that students are unfamiliar with seeing in print
  - use an overhead transparency and circle or highlight the words and phrases in the text
  - define the terms
  - use them in sentences
- provide a mini-lesson on the key concept in the reading passage
  - use an overhead transparency and circle or highlight the location of the key concepts in the text

#### Support

- provide students with explicit hints about the content of the text
- give students an advance organizer
- provide students with point-form notes and visuals that capture the key concepts

#### What the Students Do Apply

- form small groups
- discuss their understanding of the meanings of specialized vocabulary and terminology
- create a visual representation of their understanding of the meanings of specialized vocabulary and terminology
- read and discuss the teacher's hints or advanced organizer
- use the teacher's point-form notes and visuals as a model for notemaking while reading the text

How the students might learn the strategy.

How you might introduce the strategy to students.

How you might support students as they learn the strategy.

How you might teach the strategy to students.

Possible applications of the strategy.

A sample think-aloud a teacher might use to demonstrate the strategy.

A glossary of terms relevant to understanding the strategy.

#### Focus of Direct Teaching

- vocabulary
- terminology
- ideas
- concepts
- text features
- organizational patterns
- structure
- response
- notemaking

#### Sample Think-Aloud

*Words used in a science context may be defined differently than in other contexts. Often we use the words "energy," "force," and "power" interchangeably. I have to pay special attention to how these words are different. It helps to remember the metric units that are associated with these kinds of words.*

#### Glossary

*advance organizer – a brief description of the key ideas or definitions of unfamiliar vocabulary in a text*

*mini lesson – a short lesson focusing on one point*

10

The right face of each spread contains a specific application of the strategy. Student readings are framed by dotted lines, with call-out boxes describing how the strategy might be applied to the reading. Graphic organizers are often included at the bottom of the pages.

A sample from authentic student reading materials.

The strategy's name.

## Direct Teaching

### The Rate at Which Energy Is Used

Although you may not have previously understood what electrical power was, you have been using the units of electrical power in your everyday speech for most of your life. You probably use a 40-W light bulb in your bedside lamp. CD players usually operate on less than 1 W. Electric heaters often have much larger power ratings, which are more conveniently measured in **kilowatts (1 kW = 1000 W)** rather than watts. A typical electric space heater may have a power rating of 1500 W, or 1.5 kW. **Table 1** shows the power rating of some electrical appliances.

When we think about electrical power, we are thinking about how rapidly an appliance is using up electrical energy. A 300-W bulb uses up three times as much electrical energy as a 100-WN bulb in the same amount of time. When you are in a car travelling at a speed of 100 km/h, you are travelling over the road at a rate of 100 km in one hour. Speed is a measure of the rate at which you are covering the distance. The word "rate" often involves how much a quantity is changing, in a given time interval. **Electrical power** is a measure of the rate at which electrical energy is being used. The symbol for electrical power is P. The metric SI unit for electrical power is the watt, and the symbol is W.

**Table 1: Power Ratings of Common Appliances**

Appliances	Average Power (W)	Monthly Energy Use (kWh)	Approximate Costs (\$)
air conditioner (room)	750	90-540	7.20-43.30
clothes dryer	5000	50-150	4.01-12.03
coffee maker	900	4-27	0.32-2.17
computer (monitor & printer)	600	5-36	0.40-2.89
electric kettle	1500	3-15	0.24-1.20
lighting-60-W incandescent lamp	60	5-30	0.40-2.41
microwave oven	1000	5-20	0.40-1.60
television-colour	80	5-15	0.41-1.20
toaster	1000	1-5	0.08-0.41

Costs are based on \$0.082 per kWh.

(from Nelson Science 9, 338)

Note the reference to Table 1. Find Table 1.

Note the use of boldface to signal a key term.

Definitions of key terms are stated in the text.

Important units are recorded in parentheses.

Features of text samples to point out to students.

Call-out boxes containing information to aid teaching and learning.

Table 1 gives examples of the power ratings of everyday electrical appliances.

Important information often is found below the table.

A sample graphic organizer to help visualize learning.

Key Vocabulary	Definitions	Symbol	Name of metric unit	Symbol of metric unit
power rating	the amount of power needed by an electrical appliance to work correctly	P	watt	W or kW
kilowatt	unit of measurement of power rating	P	kilowatt	kW
rate	how much something changes in a time span			
interval	period of time	Δt	seconds or hours	s or h
electrical power	measure of the rate electrical energy is used	P	watt	W
electrical energy	energy possessed by moving electrons	E	joules	J





*Reading*



# Introduction to Reading

A student's ability to understand the increasingly complex texts of his or her many subjects is a major predictor of that student's high school success or failure. It is, therefore, every teacher's responsibility to teach students the skills that they need to be successful in their subjects.

## What We Currently Understand About Reading:

- ***Reading is the active process of understanding print and other visual representations.*** Effective readers know that the purpose of reading is to find meaning in the text. They monitor their comprehension, and when they lose the meaning of what they are reading, they will often employ a reading strategy (such as rereading or asking questions) that will help them to re-engage the meaning of the text.
- ***Effective readers employ strategies to understand what they read before, during, and after reading.*** Before they read, effective readers use their prior knowledge to think about the topic and make predictions about the probable meaning of the text, or may skim the text (previewing it) to get a sense of the overall meaning. While they read, effective readers monitor their understanding by questioning, thinking about and reflecting on the ideas and information expressed by the text. After reading a selection, effective readers reflect upon what they have read, relate what they have read to their own experiences, and clarify their understanding of the text, extending their understanding in critical and creative ways.
- ***Students can be taught to be strategic and effective readers.*** Direct teaching, thinking aloud, modeling, and small group support are only a few of the approaches taken to help you help your students to improve their reading success.

The Before, During-and After-Reading instructional strategies included here, with their links to specific subject texts, will enable you to help your students become more strategic and more effective readers.

## Common Graphic Organizers

- KWL Chart
- T-Chart
- Venn Diagram
- Concept Map
- Webbing
- Comparison Matrix
- Fishbone
- Time/Sequence
- Cause/Effect
- General/Specific

## Sample Think-Aloud

*I know how to use a computer. I recall that about 10 years ago, some people worried that computer screens gave off radiation. They bought clear radiation "shields" to place over the computer screens. I wonder if they worked? I don't see people using them anymore. I wonder if computer screens are safer now?*

## Glossary

*graphic organizer* – a visual representation used to organize information and ideas

## Prior Knowledge

### *K-W-L*

Readers use a *graphic organizer* to recall what they already know about a topic, organize their ideas, ask questions, and record their learning.

## What the Teacher Does *Introduce*

- State the topic of the reading selection.

## *Teach*

- Use a think-aloud to answer the question, *What do I already know about the topic?*
- Model recording ideas and information in the left column of the graphic organizer.
- Use a think-aloud to model asking questions about the topic.
- Model recording questions in the centre column of the graphic organizer.
- In the right column, model recording an insight or action resulting from the reading.

## *Support*

- Facilitate a discussion with the class to elicit their questions about the topic.

## What the Students Do *Apply*

- Use the left column of the graphic organizer to record what they already know about the topic.
- Use the centre column of the graphic organizer to record the questions that they have about the topic.
- Use the right column of the graphic organizer to record what they have learned and questions that remain unanswered.
- After completing the graphic organizer, share questions and possible answers.

# K-W-L

## Computers, Health, and Ergonomics

W: What is "ergonomics"? I need to find out what it means. It sounds like "economics." Is it related to health and computers?

W: What is "carpal tunnel"? This term is new to me.

L: Figure 3.12 gives me a picture of it.

Ergonomics is the science of the interactions between people and their work environments. Working long hours at a computer can cause physical ailments of various kinds, affecting especially the back, the wrists and hands, and the eyes.

Back injuries can be avoided by using a chair with good lower back support, arm rests, and adjustable height. The chair should be adjusted so that the feet rest squarely on the ground while the thighs are parallel to the floor. Chairs in which the user assumes a kneeling position are designed to help an office worker maintain good posture and avoid back problems. For some people, typing at a computer for long periods of time can cause

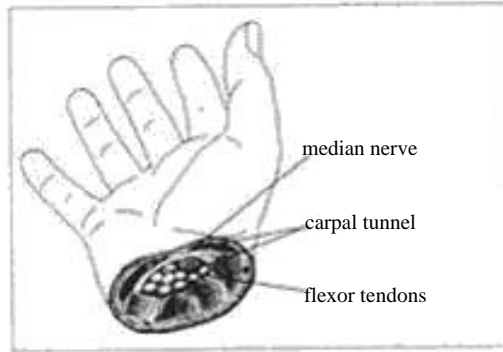


Fig. 3.12 Cross-section of wrist showing the carpal tunnel.

**repetitive motion injuries.**

A common repetitive motion injury is **carpal tunnel syndrome**, in which nerves in the **carpal tunnel**, which runs through the wrist, become pinched because the tunnel becomes distorted in shape (see Fig. 3.12). Repetitive motion injuries due to typing can be eliminated or ameliorated by placing the keyboard so that the arms, when typing, are parallel to the floor rather than bent upward from the elbows. Some people make use of **wrist pads**, which sit in front of the keyboard or mouse and provide wrist support

L: This is what ergonomics is.

K: My shoulders become tense, my wrist feels sore, and my eyes become tired.  
W: I'd like to know how to avoid this.

L: This is how to avoid it.

L: I'm going to try this next time I use a computer.

(Introduction to Computers and Technology, 76)

## Sample K-W-L Chart

### Topic: Computer Strain

K What I <i>Know</i> About the Topic	W What I <i>Want</i> to Know About the Topic	L What I <i>Learned</i> About the Topic
When I use a computer for a long period, my shoulders become tense, my wrist feels sore, and my eyes become tired.	What is "ergonomics"? I need to find out what it means. It sounds like "economics." Is it related to health and computers? I'd like to know how to avoid my discomfort.	The next time I use a computer, I'm going to try using a wrist pad with my mouse to see if it helps.

## Sample Statements

*Agree or Disagree:*

- *Canada would be a better country if Quebec were independent.*
- *The Aboriginal peoples in Canada deserve to have their own government.*
- *Canadians will never be one big happy family.*

## Glossary

*purpose for reading*  
– a focus for the during-reading phase of the reading process

*graphic organizer*  
– a visual representation used to organize ideas and information

## Prior Knowledge

# Anticipation Guide

Readers use an anticipation guide to recall their prior knowledge about a topic and to focus their attention on the concepts they will read about in a text.

## What the Teacher Does

### Introduce

- Explain that each of us has opinions of a topic based on our prior knowledge, i.e., many people believe that Canada is a great country to live in because Canadians enjoy many rights and freedoms.
- Explain that sometimes we have to modify our opinions when a text we read conflicts with our prior knowledge.

### Teach

- Provide students with three to five statements related to the main ideas of the reading selection (see sample statements in the sidebar).
- Use opinion statements rather than statements of fact.
- Model agreeing or disagreeing with the statements and giving reasons.
- Invite students to agree or disagree with the statements and to give reasons.
- Explain that the purpose for reading the text is to see if it supports or refutes students' opinions.

### Support

- Use less challenging statements with students who need more support.
- Allow some students to work in pairs to complete the anticipation guide.
- Provide students with a graphic organizer to record their opinions before reading, and the information from the text that supports or refutes them after reading.

## What the Students Do

### Apply

- Agree or disagree with the statements.
- Share responses and reasons with a partner or small group.
- Try to persuade group members to accept their opinions.
- Try to achieve consensus in the group (if consensus is not possible, then the group should give reasons to explain why it is not).
- Compare each group's responses to the statements.
- Optionally, the class might try to achieve consensus.
- Read the text for the purpose of seeing whether the ideas and information in it support or refute the original opinion or the group's opinions.
- After reading, review the original opinion or group's opinions and defend or modify them based on the information in the text.

# Anticipation Guide

**Agree or Disagree:**  
*Canada would be a better country if Quebec were independent.*

We started this section with Elijah Harper's opposition to the Meech Lake Accord in 1990. You will remember that the Accord was designed to persuade Quebec to sign the 1982 Canadian Constitution by giving the province special status. Harper opposed the Accord because he believed that Aboriginal peoples deserved special status, too. With that status, the inherent right to Aboriginal self-government would be recognized. After the defeat of the Meech Lake Accord, the government of Prime Minister Brian Mulroney tried again to revise the Constitution. This time, Aboriginal self-government was included in the agreement, called the Charlottetown Accord, although what self-government involved was not defined. However, this Accord was defeated in a national referendum in 1992.

**Agree or Disagree:**  
*The Aboriginal peoples in Canada deserve to have their own government*

Since then, Aboriginal peoples have made some gains. A major one was in 1998 when the federal government issued a Statement of Reconciliation. It stated that government policies had undermined Aboriginal political, economic, and social systems in the past. The federal government apologized for past mistakes and went on to state that

**Agree or Disagree:**  
*Canadians will never be one big happy family.*

*in renewing our partnership, we must ensure that the mistakes which marked our past relationship are not repeated. The Government of Canada recognizes that policies that sought to assimilate Aboriginal people, women, and men, are not the way to build a strong country.*

Also in 1998, after 30 years of negotiations, the Nisga'a signed a treaty with British Columbia and the federal government. In 2000 the treaty was officially ratified by Parliament. In this treaty, the Nisga'a were given wide powers or self-government in matters of culture, language, and family life.

(Civics Today, 100)

## Sample Anticipation Guide

Statement	Agree (✓)	Disagree (✓)
<i>Canada would be a better country if Quebec were independent.</i>		
<i>The Aboriginal peoples in Canada deserve to have their own government.</i>		
<i>Canadians will never be one big happy family.</i>		

## Types of Questions

- Inquiry
- Clarifying
- Hypothetical
- Probing
- Sorting
- Organizing
- Elaborating
- Provocative
- Inventive
- Procedural

## Sample Procedural Questions

- *How do I usually approach words or phrases that are highlighted in bold or italics?*
- *How do I usually find out the meaning of these terms?*
- *What do I usually do when I read a word problem?*
- *Do I know a “back-up” strategy that I might try?*
- *Do I usually underline the verb in a question or problem?*

## Glossary

*scanning* – looking over a text to find specific information about language, form, or features  
*graphic organizer* – a visual representation used to organize information and ideas  
*Skimming* – looking over a text quickly to gain an overall impression of the main ideas and organizational features.

## Prior Knowledge

## Generating Questions

Before reading, readers scan the text and then generate questions to use to help them as they read it. Alternatively, without first scanning the text, they may generate questions about a topic to guide their thinking as they are reading the selection.

## What the Teacher Does

### Introduce

- State the topic of the reading selection.
- Identify different types of questions (see sample types of questions in the sidebar).
- Select one or two types, review what they are, and give examples related to the topic such as:
  - clarifying questions are used to understand terms and concepts, e.g., *What does the term “tangent ratio” mean?*
  - elaborating questions are used to extend understanding, e.g., *How can I apply my knowledge of tangent ratio in the real world?*

### Teach

- Select a question type to teach and for the students to apply, e.g., procedural questions.
- Define procedural questions as questions that are based on prior knowledge, generated by the reader before reading, and used to make decisions about how to read the text effectively.
- Model scanning the text and using your prior knowledge to generate a list of procedural questions (see sample procedural questions in the sidebar).
- Explain how to use the list of procedural questions to build understanding during reading and to check understanding after reading.

### Support

- Help students to skim a passage “at a glance” to obtain a general impression of the format and features such as headings, bold type, paragraphs, lists, etc.
- Allow some students to work in pairs to generate questions about the reading selection.
- Provide a graphic organizer for students to use to record their questions before reading and later, their answers after reading.

## What the Students Do

### Apply

- Skim the text quickly to obtain a general impression of the organization and textual features.
- Recall prior knowledge of reading strategies and reading experiences.
- Generate a list of procedural questions about the text.
- Record questions in the left column of the graphic organizer.
- Determine a purpose for reading the selection, e.g., to answer the procedural questions.
- Use the right column of the graphic organizer to record answers to the procedural questions after reading.

**Note:** Once they have experienced direct instruction and guided practice with the various types of questions, students may wish to select the types of questions that are most appropriate to their needs and to the text that they will be reading.



# Generating Questions

**Trigonometry** means *triangle measurement* in Greek. One of the earliest records of trigonometry problems can be found on the Ahmes or Rhind Papyrus, which dates back to 1650 BC

Sorting Question:  
Is this information important?

Clarifying Question:  
What is a "tangent ratio"?

## Explore the Tangent Ratio

Procedural Question:  
How do I usually find out the meaning of special terms?

The world's tallest totem pole *The Spirit of Nations* was located in Victoria Harbour, British Columbia. The totem pole was supported by two sets of guy wires. The guy wires were attached 25.9 m from the base of the totem pole along the ground. The angle the first guy wire formed with the ground was about  $47^\circ$ . The angle the second guy wire formed with the ground was about  $57^\circ$ . How high up the totem pole was the first guy wire attached?

Inventive Question:  
What pictures do I see in my mind's eye?

You could use shadows and similar triangles to determine the height of the flagpole. You could also use **trigonometry**, which is the study of angles and triangles.

Procedural Question:  
Have I done something like this before? How did I do it?

Organizing Question:  
What do I do first? Next?

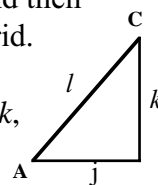
Use geometry software to model this problem. Make a scale diagram of the right triangle created by the ground, totem pole, and guy wire. Label the sides of the triangle with the actual measures. Use the software to help you find how high up the totem pole the guy wire is attached.

Procedural Question:  
What are the verbs in these questions asking me to do?

## The Tangent Ratio With Geometry Software

**Refer to pages 398 to 402 in the Technology Appendix.**

- Under the Graph menu, select **Snap to Grid** and then **Hide Axes**. This will give you a background grid.
- Construct a right triangle. Label the vertices A, B, and C, and the sides  $j$ ,  $k$ , and  $l$ , as shown. Use a background grid.



Clarifying Question:  
What does this diagram mean?

(from *Mathematics Applying the Concepts*, p. 250)

## Sample Graphic Organizer

Text: Explore the Tangent Ratio	
Questions (Before Reading)	Answers (After Reading)
• What does the term "tangent ratio" mean?	
• How do I usually find out the meaning of special terms?	
• What pictures do I see in my mind's eye when I read a word problem?	

## Rules of Brainstorming

- Suspend
- Encourage
- Record
- Extend
- Include

## Sample Think-Aloud

*Words that come to mind when I think of the topic "technique in dance" are: structure, like fluid movement, form, requires daily practice, organization, pattern, rhythm, precision, why can't we just dance?, balance, I got a feelin', break actions down to smaller parts, coordination, beauty.*

## Glossary

*free association* – thinking creatively, laterally, or divergently without judging the content

## Prior Knowledge

### Brainstorming

Readers, individually or in groups, tap into their prior knowledge about a topic, and use *free association* to generate and record as much information and as many ideas as they can in a short period of time.

## What the Teacher Does

### Introduce

- Define the term *brainstorming*
- Identify the rules of brainstorming:
  - suspend judgments
  - encourage imagination
  - record as many ideas as possible
  - extend ideas of others
  - include everyone's contributions
- Set a time limit (e.g., 3 minutes).

### Teach

- Select a topic such as "technique in dance".
- Use think-aloud to demonstrate how to brainstorm ideas and information about the topic within the time limit (see the sample think-aloud in the sidebar).
- Model recording ideas and information on the chalkboard.
- Model clustering similar ideas such as rules, coordination, precision, beauty.
- Model using the clustered words to infer an attitude to technique in dance, e.g., technique makes dance beautiful.

### Support

- Provide students with prompts based on the selected text (see facing page) to help them to infer an attitude to technique in dance, e.g.,
  - How do you feel about dance and dancing?
  - Do you like learning dance technique?
  - What are the purposes of technique in dance?
  - How hard do dancers have to work to develop technique?

## What the Students Do

### Apply

Respond in pairs or small groups.

- One student in each group records the ideas and information.
- Each member of the group contributes ideas and information about the topic.
- Each group works within a set time limit.
- After time has been called, each group reviews all of the ideas and information, noting similarities, differences, and patterns.
- After reading the selected text, students may compare their prior knowledge with the information in the text.

# Brainstorming

*How do you feel about dance and dancing?*

- A. An Attitude Toward Dance
1. There must be something that needs to be danced. Dance demands a dedication, but it is not a substitute for living. It is the expression of a fully aware person dancing that which can be expressed only by means of dance. It is not an emotional catharsis for the hysterical, frustrated, fearful, or morbid. It is an act of affirmation, not of escape. The affirmation may take many forms—tragedy, comedy, satire, lyric, or dramatic.
  2. There must be a disciplined way of dancing. This means learning a craft, not by intellection, but by hard physical work.

*What are your thoughts about how hard dancers have to work?*

- B. A Dancer's Attitude Toward the Body
- The body must be sustained, honoured, understood, disciplined. There should be no violation of the body. All exercises are but the extensions of physical capabilities. This is the reason it takes years of daily work to develop a dancer's body. It can only be done just so fast. It is subject to the natural timing of physical growth.

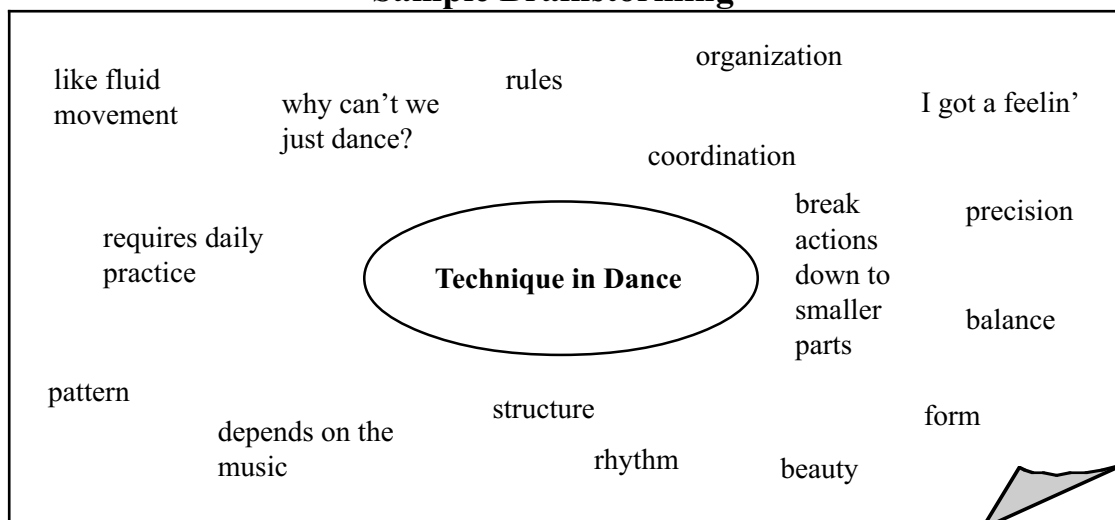
*Do you like learning dance technique?*

- C. An Attitude Toward Technique
- Technique is a means to an end. It is the means to becoming a dancer.
1. All exercises should be based on bodily structure. They should be written for the instrument, a body, male or female.
  2. As the province of dance is motion, all exercises should be based upon the body in motion as its natural state. This is true even of exercises on the floor.
- D. Technique Has a Three-Fold Purpose
1. Strength of body
  2. Freedom of body and spirit
  3. Spontaneity of action

*What are the purposes of technique in dance?*

(Dance as a Theatre Art, 141)

## Sample Brainstorming



## Focus of Direct Teaching

- vocabulary
- terminology
- ideas
- concepts
- text features
- organizational patterns
- structure
- response
- note making

## Sample Think-Aloud

*Words used in a science context may be defined differently than in other contexts. Often we use the words “energy,” “force”, and “power” interchangeably. I have to pay special attention to how these words are different. It helps to remember the metric units that are associated with these kinds of words.*

## Glossary

*advance organizer – a brief description of the key ideas or definitions of unfamiliar vocabulary in a text*

*mini lesson – a short lesson focusing on one point*

## Prior Knowledge

## Direct Teaching

Before students read a selection, the teacher gives them direct instruction on the vocabulary and key concepts that they need in order to understand the text.

### What the Teacher Does

#### Introduce

- Explain to students that some words have very specific meanings when they are used in different subjects.
- For example, “cell” means something different in science, mathematics, and law.

#### Teach

- Identify specialized vocabulary and terminology that students are unfamiliar with seeing in print.
  - Use an overhead transparency and circle or highlight the words and phrases in the text.
  - Define the terms.
  - Use them in sentences.
- Provide a mini-lesson on the key concept in the reading passage.
  - Use an overhead transparency and circle or highlight the location of the key concepts in the text.

## Support

- Provide students with explicit hints about the content of the text.
- Give students an advance organizer.
- Provide students with point-form notes and visuals that capture the key concepts.

### What the Students Do

#### Apply

- Form small groups.
- Discuss their understanding of the meanings of specialized vocabulary and terminology.
- Create a visual representation of their understanding of the meanings of specialized vocabulary and terminology.
- Read and discuss the teacher’s hints or advanced organizer.
- Use the teacher’s point-form notes and visuals as a model for note making while reading the text.

# Direct Teaching

## The Rate at Which Energy Is Used

Although you may not have previously understood what electrical power was, you have been using the units of electrical power in your everyday speech for most of your life. You probably use a 40W light bulb in your bedside lamp. CD players usually operate on less than 1W. Electric heaters often have much larger power ratings, which are more conveniently measured in **kilowatts (1 kW = 1000 W)** rather than watts. A typical electric space heater may have a power rating of 1500 W, or 1.5 kW. **Table 1** shows the power rating of some electrical appliances.

When we think about electrical power, we are thinking about how rapidly an appliance is using up electrical energy. A 300-W bulb uses up three times as much electrical energy as a 100-W bulb in the same amount of time. When you are in a car travelling at a speed of 100 km/h, you are travelling over the road at a rate of 100 km in one hour. Speed is a measure of the rate at which you are covering the distance. The word “rate” often involves how much a quantity is changing, in a given time interval.

**Electrical power** is a measure of the rate at which electrical energy is being used. The symbol for electrical power is P. The metric SI unit for electrical power is the watt, and the symbol is W.

**Table 1: Power Ratings of Common Appliances**

Appliances	Average Power (W)	Monthly Energy Use (kWh)	Approximate Costs (\$)
air conditioner (room)	750	90-540	7.20-43.30
clothes dryer	5000	50-150	4.01-12.03
coffee maker	900	4-27	0.32-2.17
computer (monitor & printer)	600	5-36	0.40-2.89
electric kettle	1500	3-15	0.24-1.20
lighting-60-W incandescent lamp	60	5-30	0.40-2.41
microwave oven	1000	5-20	0.40-1.60
television-colour	80	5-15	0.41-1.20
toaster	1000	1-5	0.08-0.41

Costs are based on \$0.082 per kWh.

(from Nelson Science 9, 338)

Note the reference to Table 1. Find Table 1.

Note the use of boldface to signal a key term.

Definitions of key terms are stated in the text.

Table 1 gives examples of the power ratings of everyday electrical appliances.

Important units are recorded in parentheses.

Important information often is found below the table.

Key Vocabulary	Definitions	Symbol	Name of metric unit	Symbol of metric unit
<b>power rating</b>	the amount of power needed by an electrical appliance to work correctly	<b>P</b>	<b>watt</b>	<b>W or kW</b>
<b>kilowatt</b>	unit of measurement of power rating	<b>P</b>	<b>kilowatt</b>	<b>kW</b>
<b>rate</b>	how much something changes in a time span			
<b>interval</b>	period of time	<b>t</b>	<b>seconds or hours</b>	<b>s or h</b>
<b>electrical power</b>	measure of the rate electrical energy is used	<b>P</b>	<b>watt</b>	<b>W</b>
<b>electrical energy</b>	energy possessed by moving electrons	<b>E</b>	<b>joules</b>	<b>J</b>

### Ways to Prompt Writing

- ask a question
- pose a problem
- show a visual
- tell a story
- give a startling statistic
- assign a topic, form, audience
- play an audio recording
- provide an imaginative context
- invite students to exchange places with people in the text

### Glossary

*free writing* – students write spontaneously to explore ideas without worrying about the correct use of language conventions

*prompt* – a word, phrase, statement, or question that stimulates and frames a response

## *Prior Knowledge*

### *Free Writing*

Before students read a selection, they use *free writing* to explore what they already know about a topic or issue, or what they anticipate they will learn from the text.

### **What the Teacher Does** *Introduce*

- State the topic of the reading selection.
- Introduce the strategy of using free writing as a way of exploring what the student already knows about a topic or issue.
- Explain that free writing is done quickly as a spontaneous “flow,” and is not meant to be read by an audience.

### *Teach*

- Use a think-aloud to brainstorm a few things that you already know about the topic.
- Select one as a starting point for writing.
- Use a think-aloud and an overhead transparency (or chalkboard) to model how to write out the first thought and then use it to write the next thought, and so on (see sample on facing page).

### *Support*

- Provide students with prompts such as keywords or questions about the topic to stimulate their writing (see Ways to Prompt Writing in the sidebar, and sample prompts based on the text on the facing page).
- Allow students who need support to work in pairs, alternating the sentences that each writes.
- If students are using computers, ask them to dim the screens so that they focus on writing, rather than on revising and editing.

### **What the Students Do** *Apply*

- Brainstorm prior knowledge of the topic.
- Select something to use as a starting point for exploratory writing.
- Write as quickly as possible to express the thought.
- Use the first thought as a springboard to the next thought.
- Continue building each thought upon the previous thought.
- Refrain from the temptation to stop writing to revise or edit.
- Stop writing when either the teacher calls time or the “flow” of thoughts has stopped.
- Before reading the text, quickly read the piece of free writing to get a general impression of the ideas that were explored.

# Free Writing

How many of us can always use more money?

## 57. Where did all the money go?

Canadian households spend a total of some \$400 billion every year. All families spend money on food, clothing, and shelter, but how much they spend depends on the size of the family, the number of earners, and how much they earn. It also depends on the age of the family members, where they live and—last but not least—whether or not they are raising children.

In 1996, \$66,826 was the average income of all couples with children under age 15 (single-earner and dual-earner). That was well over twice the average income of \$28,216 available to lone-parents with children of the same age.

Total income is not the same as “take-home” pay. After income taxes, union dues, Employment Insurance premiums, medical insurance and contributions to both government and private pension plans, couples with children under age 15 were left, on average, with a little less than \$50,000 with which to pay for their bills. Lone-parents had on average half that amount: approximately \$23,000.

Couples with children under the age of 15 spent, on average, more than half of their disposable income on the basic necessities: food, clothing, and shelter. Lone parents spent close to three-quarters.

Couples with children spent more than \$15 out of every \$100 on transportation: purchasing, insuring and maintaining the family car(s) and buying public transit tokens or passes. Because lone-parent families are less likely to own an automobile, their transportation costs represent a smaller proportion of monthly budgets, but still account for \$11 out of every \$100 they spend.

How much families spent depended on how much they earned. Higher-income families spent more on the goods and services they purchased, but they also had more money left over at the end of the month. Although they spent more than lower-income or middle-income families for practically all items, their regular expenditures took a smaller bite out of their monthly disposable incomes. One-third of families with the lowest incomes spend about one out of every four dollars on food, the third of families with the highest incomes spend about one out of every eight dollars on food.

What do Canadian families spend their incomes on?

Complain to your boss that although your salary is \$800 a month, your pay cheque is only \$600.

Imagine you are a typical single parent with two children. How tight is your money situation each month?

Can a low-income family afford to spend 25% of the monthly income on food?

What advice can you give single-parent families about how they might reduce their transportation costs?

(Profiling Canada's Families II, 128)

## Sample Free Writing

I remember reading a short story in which a character kept saying, “There must be more money. There must be more money.” How true. There never seems to be enough. Everywhere you turn there seems to be somebody trying to sell something that you don’t really need. If I had a million dollars I’d have no trouble spending of all it in a single day. Our society has become far too materialistic. Whatever happened to the simple life? That’s why I like *Star Trek* because in the future people work because they want to and machines like the replicator look after all of their material needs. In the 24<sup>th</sup> century, people aren’t worried about whether they’ll have enough money for the rent or to pay for food at the end of the month.

## Strategies for Determining Meaning

- word families such as *teleconference*, *telephone*, *telecommuting*
- word relationships such as synonyms and antonyms
- features of text such as index, glossary, sidebars, graphic illustrations
- context of the sentence or passage

## Sample Think-Aloud

*I notice the subtitle of this section is Publishing. As I scan this passage, I will look for words that I think are related to publishing. I also notice that there are several words in boldface type. I remember that this textbook uses bold-face type to identify specialized vocabulary. Usually these words are defined in the passage or in a glossary.*

## Glossary

*think aloud – describing aloud the thinking process while reading*

*scan – look over a text to find specific information about language, form, or features*

*skim – read quickly to obtain an overview of the content*

## Previewing the Text

## Previewing Vocabulary

Readers preview vocabulary to determine the main ideas or concepts, and to identify unfamiliar words. Readers need a range of strategies for making sense of words they may not know, as this can affect their understanding as they read.

### What the Teacher Does

#### Introduce

- Use the features of text to determine the topic of the passage.
- State the topic of the reading passage.

#### Teach

- Use a think-aloud to scan the selected passage to identify specialized vocabulary related to the topic.
- Use a think-aloud to *skim* the passage to identify unfamiliar words.
- Record unfamiliar words on chalkboard.
- Model responding to the question, “Is it a new word, or is it used in a new way?”
- Model saying the words aloud, then reading the word in the sentences.
- Examine word structure, word relationships, usage.
- Model using a variety of strategies to determine the meaning of the words.

#### Support

- Facilitate a discussion with the class to review words and clarify meanings.

### What the Students Do

#### Apply

- Skim the passage and identify specialized vocabulary that relates to the topic.
- Use strategies to determine or confirm meaning.
- Skim the passage and record unfamiliar words.
- Use a range of strategies to determine the meaning:
  - compare the unfamiliar word to words he or she knows
  - look at the word in relation to the sentence
  - sound it out
  - read the sentence or passage aloud
  - look for other words in the sentence that might support the meaning
  - read before and after the word
  - ask, “What makes sense?”
  - ask someone
  - look at the graphic information
  - skip the word and read on



# Previewing Vocabulary

## Publishing

This subtitle tells me this section is about publishing. Since this is a textbook about computers, I think this section is about using computer technology to publish. As I scan the selection, I will look for words that are related to publishing.

As I scan this page, I notice certain words are in boldface type. In this textbook, these words are defined in the passage or in a glossary.

Just twenty years ago, a book manuscript would have been typeset mechanically or on a typesetting machine and then reproduced on a printing press. Now anyone who has access to a computer and either a modem or a printer can undertake what has come to be known as **electronic publishing**. Writers and editors use word-processing applications to produce text. Illustrations and photographs are **digitized**, or turned into computer-readable files, by means of inexpensive scanners. Artists and designers use drawing and painting applications to create original graphics. Typesetters use personal computers to combine text, illustrations, and photographs (see fig. 1.12). These days, publishers typically send computer-generated files to printers for production of the film and plates from which books and magazines are printed. Individuals can publish their words electronically, via modem, on the Internet, or on bulletin boards. (A **bulletin-board service**, or **BBS**, is a computer site that is made accessible via modem to other computer users. Usually free, a bulletin board may be a place for computer users with a common interest to exchange information and files.)

As I scan the passage, I find many words I think are related to publishing such as printing press, electronic publishing, editors, modem, word-processing, applications, books, magazines, scanners, and publishers.

(from *An Introduction to Computers and Technology*, p. 13)

*There are some unfamiliar words that I think are probably related to the topic of publishing, such as "manuscript," "typeset," "typesetting," and "typesetters."*

*I can see that the word "manuscript" is made of two smaller parts: "manu" and "script." Perhaps "manu" is related to "manual," which I think means to do something by hand. I know that "script" is related to types of writing, like a script for a play or a transcript of an interview. I guess a manuscript is something that you write by hand. A book manuscript must be what the author writes and gives to the publisher before it gets printed.*

*I can see that the words "typeset," "typesetting," and "typesetters" are from the same word family. If I can figure out the meaning of one word, I use that information to figure out the other words...*

## Common Advance Organizers

- table of contents
- introductory notes
- summaries
- headings, subheadings, charts, and graphs
- questions
- organizational patterns in the text, such as cause/effect, problem/solution, compare/contrast

## Sample Think-Aloud

*As I skim this chapter, I notice that it begins with a brief overview of what to expect. The keywords in the overview statements are headings in the chapter. Now I can get a big picture of the chapter at a glance. I'll write down the headings first to see how the chapter progresses. Now I'll reread the headings to see what questions I have about each subtopic.*

## Glossary

*advance organizer* – an organizational tool used before reading to provide direction and background information

*skimming* – reading quickly to obtain an overview of the content

## Previewing the Text

# Advance Organizers

Readers use advance organizers to focus their reading and organize their thinking as they read. Many textbooks have text features that can guide the reader and highlight important information.

## What the Teacher Does

### Introduce

- Identify the new content students will read about.
- Review the reading strategy of skimming.

### Teach

- Model skimming the selection to preview the features and ask questions about the content.
- Invite students to ask questions they may have about the content.
- Use a think-aloud to identify headings, subheadings, highlighted information, and topic sentences.
- Use a think-aloud to ask questions about topic, main idea, structure, and details.
- Model recording headings and related questions.
- Ask students to generate questions related to headings.

### Support

- Provide students with focus questions, specific topic headings, or a summary.
- Have partners generate an advance organizer, then monitor its effectiveness while reading.

## What the Students Do

### Apply

- Read over the text quickly, paying attention to features such as headings, subheadings, highlighted information, and topic sentences.
- Make brief notes about information gathered from features.
- Record questions they have about the content.
- Share notes, questions, and possible answers.
- Select significant points or questions and create an advance organizer to refer to as they read.

# Advance Organizers

This will make a good title for my advance organizer. I wonder what business forms I am going to read about.

I notice that the keywords in the learning goals tell me I should be able to define, summarize, and compare. As I read, I will pay attention to the advantages and disadvantages of these different forms of organization. I could create a graphic organizer to help me think about comparing.

## CHAPTER 6

### FORMS OF BUSINESS ORGANIZATION

#### LEARNING GOALS

**After you have read and studied this chapter, you should be able to:**

1. List the three basic forms of business ownership and compare the advantages and disadvantages of each.
2. Explain the differences between limited and general partners.
3. Summarize the important clauses of a partnership agreement.
4. Define public and private corporations.
5. Define franchising and compare its advantages and disadvantages.
6. Outline the areas you need to analyze when evaluating a franchise.

(from *Understanding Canadian Business*, p. 219)

These learning goal statements are a good outline for the chapter. The learning goals are probably sequenced chronologically as they appear in the chapter. I can use the main idea of each goal to create subheadings for my advance organizer, such as

- forms of business ownership
- partnerships
- corporations
- franchises

## Sample advance organizer:

*As I skim the section of the chapter I need to read, I notice it has the following headings:*

Forms of Business Ownership  
Advantages and Disadvantages of Different Forms of Ownership  
    Small Businesses  
    Large Businesses  
Sole Proprietorships  
    Advantages of Sole Proprietorships  
    Disadvantages of Sole Proprietorships  
Partnerships  
    Advantages of Partnerships  
    Disadvantages of Partnerships  
    Categories of Partners  
    How to Form a Partnership

*I can use these headings to help me organize my thinking, identify important information, and remember what I read.*

## Sample Reading Purposes

- to find information
- to learn a procedure
- to explore new ideas
- to enjoy a special interest
- to answer a question
- to complete an assignment

## Sample Think-Aloud

*The subtitle of this passage asks a question I guess the information in this passage should help me answer that question. As I read, I'll use a highlighter or sticky notes to mark important information. As I scan the page, I notice lots of numbers and dates. Statistics can be confusing, so I will have to pay close attention to these details as I read. I'll have to read slowly and think about how the statistics relate to the main ideas.*

## Sample Reading Approaches

- skimming
- scanning
- rapid reading
- close reading
- study reading
- rereading
- pausing
- slowing pace
- chunking

## Previewing the Text

# Reading Purpose/Reading Approach

Readers set clear purposes for reading to help them decide the best way to read a text.

## What the Teacher Does

### Introduce

- Preview the text's organizational structure (e.g., genre, type, patterns, typographical elements).
- Preview the text's subject (e.g., title, source, topic sentences).

### Teach

- Record possible purposes for reading.
- Use a think-aloud to model using the text's structure and content to establish a clear purpose for reading.
- Ask students to suggest possible reading approaches in response to the following questions:
  - Why am I reading this?
  - What is it about?
  - Why type of text is this?
  - How should this be read?
- Choose a reading approach.
- Model using the approach to read the opening paragraph and monitors the effectiveness of the approach.

### Support

- Facilitate a discussion with the class to clarify how they might read a particular passage, based on the identified reading purpose.

## What the Students Do

### Apply

- Think about what they already know about the topic and what they need to learn.
- Identify the type of text and recall what they know about how texts work and how they should be read.
- Evaluate the difficulty of the reading assignment (e.g., reading demands, time).
- Select several reading strategies to use (e.g., skimming, rereading, chunking and pausing, slowing pace).
- As they read, monitor the selected reading approach for its effectiveness.

# Reading Purpose/ Reading Approach

## **Fresh Water: Commodity or Public Trust?**

This subtitle asks a question that probably will be answered in the passage. This can help me set a purpose for my reading. I will read to find the answer to this question.

After reading the title and first sentence, it is often helpful to read the last sentence. I notice this final sentence answers the question in the title. Now when I read more closely, I will focus on the details that support this answer.

Canada contains 20 percent of the world's fresh water, so Canadians have tended to take it for granted. The average Canadian uses 326 litres of water a day, second only to the US, where the average is 425 litres a day. Compare that to 200 litres a day in Sweden and France, and 25 litres a day in India.

Less than half of Canada's fresh water, however, is renewable. The rest is frozen in icecaps and glaciers. And as Canada industrialized and became more urban, more and more water became polluted by sewage and industrial wastes. As the 1990s drew to a close, it was clear to Canadians and their governments that the fresh water supply needed to be conserved and protected.

During the 1980s and 1990s, Canada's economy became more closely tied to the U.S. through agreements such as the Canada-U.S. Free Trade Agreement and NAFTA. With these closer ties, some businesses argued that Canada's fresh water could—and should—be treated like any other commodity. In other words, it should be a trade item, such as lumber, oil, gas, minerals, and so on.

As I scan the passage, I notice lots of numbers and dates. I will have to read closely and reread to make sure I understand how the numbers relate to the information.

As I scan the passage, I also notice there are several proper nouns and acronyms. A good reading approach would be to skim the passage first to identify specific places, people, and events and think about how they are connected to the subject matter.

(from *Nelson History 10*, p. 412)

## Sample Textual Features

- table of contents
- preface
- header
- headings
- glossary
- appendix
- indices
- graphics
- symbols
- footnotes
- typography (e.g., italics, boldface, quotes)
- colour
- images
- sidebars
- graphs
- charts
- maps
- illustrations
- captions

## Sample Think-Aloud

*This selection uses boldface type and colour to highlight important information. The text is divided into sections under a heading in the form of a question. Each section has an illustration or graph with additional information related to the topic of the section.*

## Sample Organization Features

- paragraphs
- punctuation
- indentation
- length
- lists
- sequencing
- elements of form
- summary

## Previewing the Text

### Previewing Features

Readers preview features of texts to assist in making predictions about the content and determining an effective reading approach.

## What the Teacher Does

### Introduce

- Ask students to recall what they already know about textual features.
- List possible graphic and organizational features.

### Teach

- Use a think-aloud to scan the passage to identify specific features of text.
- Model skimming the features to determine their content and purpose.
- Use a think-aloud to skim the features to identify how the surrounding graphic features are related to the main text.
- Make connections to content and reading purpose.
- Model using the features to help support reading the text.

### Support

- Ask questions to focus students' attention on selected features.

## What the Students Do

### Apply


- Scan the passage and identify features of text.
- Recall what they already know about the particular features.
- Use focus questions to examine particular features such as:
  - What is the feature?
  - What is its purpose?
  - How does it connect to the text?
  - How does it help you understand the text?
  - Why might it have been chosen to represent this information?
- Make and share predictions about the content of the selection.
- Identify a purpose for reading.

# Previewing Features

Using an unusual type and outline effect really makes the title stand out.

This page is divided into boxed sections. Each box has a heading in boldface type. The heading is in the form of a question. The information in the box probably answers the question.

There is an illustration linked to each box. I know it is related to the boxed information because it crosses over the border frame. The image is a humorous summary of the main idea.

**Info culture** 


**Qu'est-ce qu'un virus informatique?**  
Un virus informatique est un programme qui peut se reproduire et infecter un autre programme ou système. Les virus informatiques ne sont pas un phénomène récent : ils existent depuis les années 80, mais ils sont de plus en plus nombreux de nos jours à cause de l'interconnexion mondiale des ordinateurs. Il existe environ 15 000 virus, et six nouveaux virus apparaissent chaque jour.


**D'où vient un virus?**  
Un virus informatique ne se propage pas dans l'air comme une maladie contagieuse! Un virus peut venir d'un autre ordinateur, d'une disquette ou d'un message électronique.


**Comment peut-on se protéger contre les virus informatiques?**

- Faites toujours des copies de sauvegarde de tout ce que vous ne voulez pas perdre.
- Portez attention à l'origine de vos logiciels. Évitez les logiciels piratés, téléchargés d'Internet ou les partagiciels (shareware).
- Avant d'installer un nouveau logiciel dans votre ordinateur, vérifiez-le à l'aide d'un logiciel antivirus.
- Faites attention à vos messages électroniques. Ouvrez seulement les documents ou les programmes que vous recevez de personnes que vous connaissez.

**Quels sont les symptômes d'une infection?**  
Des changements inattendus peuvent indiquer que votre ordinateur est infecté : des messages d'erreurs bizarres, des fichiers qui disparaissent, un changement dans l'apparence d'un icône ou une réduction de la mémoire RAM de votre ordinateur.

  
N'accepte pas le cadeau d'un inconnu.





Pour plus de renseignements sur les Info-cultures, visitez notre site Web à : [www.pearsoned.ca/school/foi](http://www.pearsoned.ca/school/foi)

(from *Sans Frontières* 9e, 48)

I notice that one of the boxes has the information organized into nuggets. I remember that this feature usually indicates key points or a sequence of steps.

I don't need this information to read the text, but I will visit this Web site to find out more information after I read the selection.

Usually I read a text from left to right and top to bottom. I wonder if I should read the information on this page in the same way? I'll quickly read the questions to see if there is a sequence to them, and then follow this order.

## Sample Visualizations

- Imagine the movie of a battle
- Imagine the sounds of a parade
- Imagine the movement of a plant following sunlight
- Imagine the shapes of different polygons

## Sample Think-Aloud

*As I read, I am stopping frequently to close my eyes so that I can imagine the sights, sounds, and smells that might accompany the action.*

*This part describes an image, so I will imagine what it looks like.*

*I see...*

*This makes me wonder if....*

## Glossary

**Sensory**  
– relating to the senses or sensation

**Think/Pair/Share**  
– individuals think to themselves, then discuss in pairs

## Monitoring Comprehension

### Visualizing

This technique involves imagining pictures, sounds, and smells as they are suggested by the text.

### What the Teacher Does

#### Introduce

- Ask students to guess what is in a picture you are holding, based on your verbal, visual, and sound clues. Use descriptive language limited to image and sound, not uses, actions, etc.
- Explain that good readers visualize, meaning that they draw upon their past experiences to imagine images or movies, sounds, and smells, as they read.
- Explain that visualization can improve memory and comprehension of information.

#### Teach

- Ask students to pretend that the classroom screen, or a large classroom wall, is a blank screen on which students can imagine images, movement, sounds, and smells.
- Choose a passage that contains descriptions of visuals, sounds, and/or smells.
- Read the passage aloud to the students, pausing at the end of each sentence or paragraph to give them the time to visualize.
- Ask the students to describe, verbally, or through drawing or writing, what they imagine when they hear the passage.

#### Support

- Encourage students to pause and imagine sensory details.
- Ask students to describe what they imagine before discussing a passage, then examine how their visualization improves understanding.
- Ask students to describe their own version of an event or process using sensory descriptions.

### What the Students Do

#### Apply

- Groups of students each focus on a passage from the text.
- Each group reads the passage, aloud or silently.
- Using Think/Pair/Share, students compare their visualizations.
- Students reflect on, and then explain, how their visualizations helped them remember and understand the information.
- Individual students focus on different passages from the text.
- Each student reads his/her passage silently.
- Using Think/Pair/Share, students share their visualizations.
- Students test the effectiveness of their visualizations by noting how much information they have retained and understood.



# Visualizing

## Imagined Sounds

## Imagined Images

August 1998, Montevideo, Uruguay

A quarter stick of dynamite?  
That seems like a very big  
firecracker and would make  
a big noise.

Paolo Esperanza, bass-trombonist with the Simphonica Mayor de Uruguay, in a misplaced moment of inspiration decided to make his own contribution to the cannon shots fired as part of the orchestra's performance of Tchaikovsky's *1812 Overture* at an outdoor children's concert. In complete seriousness he placed a large, ignited firecracker, which was equivalent in strength to a quarter stick of dynamite, into his aluminum straight mute and then stuck the mute into the bell of his quite new Yamaha in-line double-valve bass trombone.

A bass trombone must be a  
very large trombone, so I  
imagine a big trombone.

The *1812 Overture* is the  
one with the cannon shots  
that occur near the end. If it  
was performed outdoors,  
they might have used real  
cannons.

I imagine someone  
speaking slowly, with  
difficulty, because the  
bandages cover his mouth  
and his lips hurt.

Later, from his hospital bed he explained to a reporter through bandages on his mouth, "I thought that the bell of my trombone would shield me from the explosion and instead, would focus the energy of the blast outward and away from me, propelling the mute high above the orchestra, like a rocket."

Yes, a boom followed by a  
rocketing trombone mute  
would probably have been  
a sight that would have  
added to the excitement of  
the symphony.

However, in his haste to get the horn up before the firecracker went off, Paolo failed to raise the bell of the horn high enough so as to give the mute enough arc to clear the orchestra.

Oh-oh! I imagine that the  
trombone bell must have hit  
someone in the orchestra!

What actually happened should serve as a lesson to us all during those delirious moments of divine inspiration. First, because he failed to sufficiently elevate the bell of his horn, the blast propelled the mute between rows of players in the woodwind and viola sections of the orchestra, missing the players and straight into the stomach of the conductor, driving him off the podium and directly into the front row of the audience.

A tuxedo-dressed man was  
waving his arms, then was  
hit in the stomach with a  
trombone bell, which  
doubled him over and  
pushed him off the podium.

I imagine the clatter of  
collapsing chairs, the gasps  
and grunts of people, the  
sound of the orchestra, and  
the cannon shots, all  
combined.

Fortunately, the audience was sitting in folding chairs and thus people were protected from serious injury, for the chairs collapsed under them, passing the energy of the impact of the flying conductor backwards into the row of people sitting behind them, who in turn were driven back into the people in the row behind and so on, like a row of dominos.

I used to knock down rows  
of dominoes. I see people  
sitting on wooden folding  
chairs. The row in front  
collapses onto them, and  
they collapse onto the row  
behind, and so on.

The sound of collapsing wooden chairs and grunts of people falling on their behinds increased logarithmically, adding to the overall sound of brass cannons and brass playing as constitutes the closing measures of the *Overture*.

[www.goofball.com/news](http://www.goofball.com/news)

## Monitoring Comprehension

### Chunking Text

*Chunking* means breaking up the text into clusters-sometimes sentences, sometimes pages-that deal with the same topic. Readers might also consciously break reading at every paragraph to do something active with the text.

#### What the Teacher Does

##### *Introduce*

- Define and explain the concept of chunking, using a food analogy, e.g., “Rather than eating an entire orange at once, we peel it, eating one section at a time so that we can enjoy the tastes and not overwhelm our senses.”
- Examine, as a class, a sample of text to identify the ways that it might be divided into chunks, or “chunked.”

##### *Teach*

- Scan text to identify keywords that indicate the topics of sentences, or thought transitions, e.g. “however,” “but,” “next.”
- Divide text into sections.
- Skim text to note those features of text that structurally cluster sentences together, e.g., subheads, white space, boxes.
- Read one cluster, then pause to paraphrase, summarize, question, or predict before proceeding to the next chunk.

##### *Support*

- Reinforce the use of features of text and repeated keywords to identify chunks.
- Suggest the use of a reading log or graphic organizer to help students visualize chunks and record information.

#### What the Students Do

##### *Apply*

- Skim text and note keywords that may be indicated by titles, subtitles, the assignment sheet, etc.
- Scan text and note patterns of repeated keywords within the text, and especially when the keywords *stop* appearing, which might indicate the natural ending point of the chunk.
- Read the chunk, noting the information that is given about the previously identified keywords.
- Stop reading.
- Reflect on the chunk and summarize or paraphrase the information it presented.
- Formulate a question that the chunk answers, that the chunk leaves unanswered, and/or predict what information might be presented in the next chunk.

### Cues for Chunking Text

- Headings
- Chapters
- Repeated keywords
- Bulleted lists
- Numbered lists
- Paragraphs
- Subtitles
- Coloured boxes
- Ruled boxes
- Paragraph indentations
- Transition words indicating a change in thought or direction

### Sample Think-Aloud

*When I skim this text, I notice that it contains many time-oriented words, like “first,” “then,” and “after.” I’m going to read the first part, but stop and paraphrase, then predict what might be stated next. When I read the second part, I will stop and notice whether my prediction came true.*

### Glossary

*Skim* – rapid reading to gain a general idea of the subject and structure of a text

*Scan* – rapid reading to look for specific keywords

*Paraphrase* – restate ideas in your own words, rather than the original text

*Summarize* – restate the main ideas in a text

# Chunking Text

## 2.3 Parliament and Government

How is government organized in Canada?

This large, solid block of text has too much information to read, understand, and remember at one time. It will be easier to understand and remember if it is broken down and read in smaller chunks.

The Canadian system of governance is based on the parliamentary system in Britain. It is founded on a belief that governments must be elected by the people in order to make laws and govern. In parliamentary democracies like Canada, the people elect individuals to represent them in Parliament. When Canada became a nation in 1867, a compromise between the four founding colonies (Nova Scotia, New Brunswick, Canada East, and Canada West) was required to get them to agree to Confederation—a system that divided powers between the national government and the provinces. This is called a federal system and means that responsibilities for making laws, regulations, policies, and decisions are shared between the government of Canada (federal government) and the provincial government. The responsibilities of the federal and provincial governments are stated in the Canadian Constitution. There is some overlap in these responsibilities.

(*Civics Today* p. 33)

### Sample Chunking

Skimming for keywords, I see “system of governance,” so I read for facts.

The Canadian system of governance is based on the parliamentary system in Britain. It is founded on a belief that governments must be elected by the people in order to make laws and govern.

chunk  
1

“Parliamentary democracies” is different from “belief” in the previous paragraph, so I read it separately.

In parliamentary democracies like Canada, the people elect individuals to represent them in Parliament.

chunk  
2

“When Canada became a nation” sounds like a history fact, so I read it separately.

When Canada became a nation in 1867, a compromise between the four founding colonies (Nova Scotia, New Brunswick, Canada East, and Canada West) was required to get them to agree to Confederation—a system that divided powers between the national government and the provinces. This is called a federal system and means that responsibilities for making laws, regulations, policies and decisions are shared between the government of Canada (federal government) and the provincial government.

chunk  
3

“This” is a pronoun that refers to “compromise,” so I chunk it with “became a nation” and read them together.

“The responsibilities” is different from history, so I read it as a separate chunk.

The responsibilities of the federal and provincial governments are stated in the Canadian Constitution. There is some overlap in these responsibilities.

chunk  
4

## Inferred Information:

- Who
- What
- When
- Where
- Why
- How
- Location
- Time
- Action
- Instrument
- Object
- Category
- Occupation
- Cause/Effect
- Problem/Solution
- Feeling/Attitude

(Tarasoff 1999)

## Sample Think-Aloud

*I notice that this text contains both text and graphic information. I guess I need to note both kinds to fully understand the meaning. I wonder how the graphics will help me understand the text? I notice that the text is using a metaphor, "animals representing work groups," and the graphics represent the same kinds of animals.*

## Glossary

**Graphic Organizer**  
– visual representation of information that allows the mind to “see” undiscovered patterns and relationships

**Explicit** - stated information

**Implicit** - unstated information

## Monitoring Comprehension

## Making Inferences

Inferencing, or “reading between the lines,” combines the reader’s prior knowledge with the text to draw conclusions and/or create new information.

### What the Teacher Does

#### *Introduce*

- Show students a graphic that invites inference, e.g., a graph of temperatures in North America recorded during the last century, or a photo of a geographical landform or downtown cityscape.
- Explain that we make inferences by testing what we already know (prior knowledge) in the light of new information.
- Ask students to infer, or extrapolate, the future events, based on the data in the graph or the time of year the photo was taken.
- Explain that inferencing skills can also be applied to printed text by locating and interpreting clues.

#### *Teach*

- Give students a passage of text that contains both implicit and explicit information.
- Identify (underline, highlight) the explicit information.
- Based on the explicit information, discuss what implicit information can be inferred from the passage.
- Apply logic and probability.
- Substantiate hunches.

#### *Support*

- Provide a graphic organizer to facilitate the identification of explicit information and gaps where information can be inferred.
- Remind students to use the explicit information to identify gaps and infer missing information.

### What the Students Do

#### *Apply*

- Read specific sections of a text.
- Identify explicit statements in the text.
- Consider the kinds of information they might infer from the explicit information.
- Use the inferred information to predict and consolidate their prior and newly gained knowledge.
- Discuss and research to discover if the inferred information is accurate and appropriate, or read on to confirm the inference.

# Making Inferences

Why are there pictures of animals on a page that is discussing work teams?

Each of the boxes contains the word "teams," except one, so animals are somehow connected to teams.

There is a monkey, a lion, birds, an elephant, and bees. They are certainly very different.

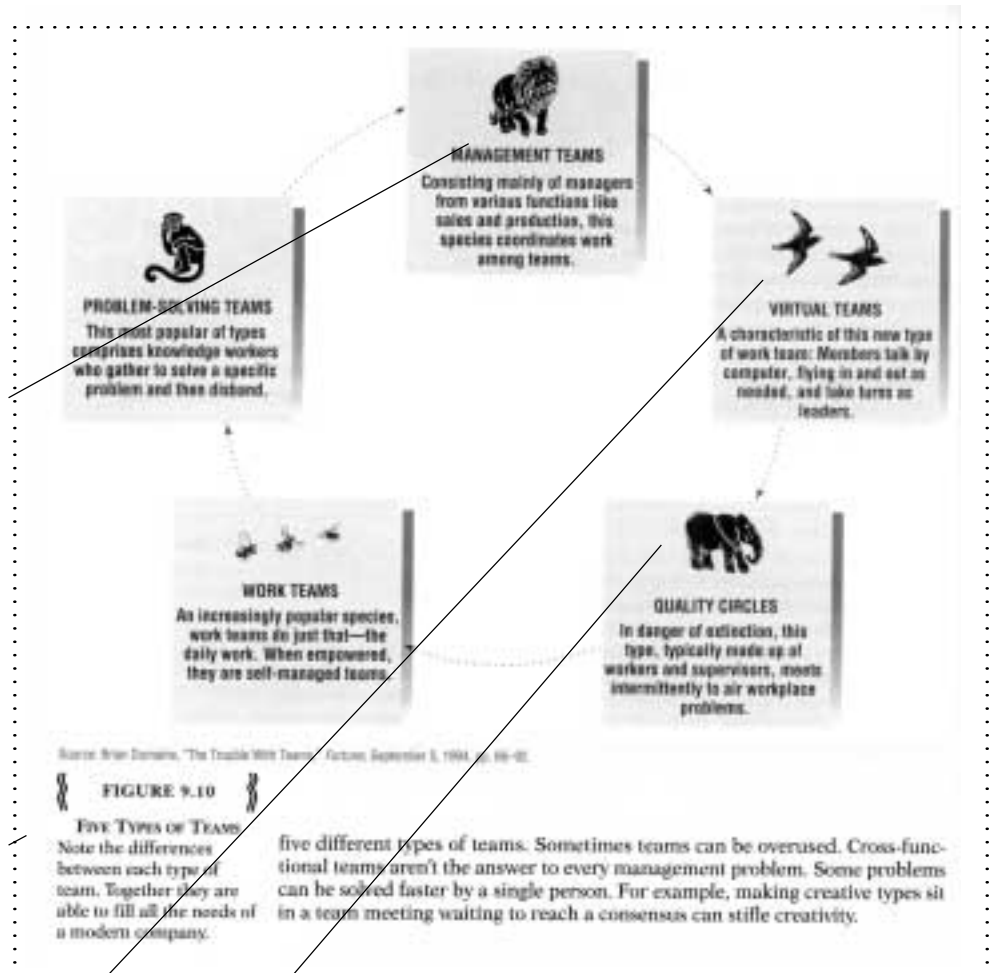
I note that the lion's explanation includes the word "management," which is a term that refers to the leader of a team.

I remember reading a page that compared people in the workplace to animals in the jungle, and the animals represented the people's different personalities.

Ah! It says in the text that there are five types of teams, and there are five animals pictured. Giving the teams animal symbols, like bees, makes it easier to understand each team's characteristics.

I guess that the birds are used to symbolize ideas that "fly" to other teams.

Elephants are "in danger of extinction," so I guess the elephant symbolizes the most obsolete kind of team. But what is wrong with "airing workplace problems?"



(from *Understanding Canadian Business*, p. 272)

## Useful Questions

- What kind of information is this? (factual, descriptive, etc.)
- How does the title help me imagine appropriate questions? Who? What? When? Where? Why? How?
- How does this information connect to what I already know? What test question could test this information?

## Sample Think-Aloud

*As I skim this text, I notice that it is about Greenland's ice. I also notice "thinning." I wonder if this will explain why the ice is thinning? I will scan for "cause."*  
*One cause is global warming. I wonder if there might be other causes. I predict that there are other causes.*

## Glossary

*Skim* – rapid reading to gain a general idea of the subject and structure of a text

*Scan* – rapid reading to look for specific key words

## Monitoring Comprehension

### Questioning Text

Expert readers formulate questions during reading to anticipate and confirm knowledge, and after reading to consolidate their knowledge.

#### What the Teacher Does

##### Introduce

- Explain that reading can be a question-and-answer conversation in the reader's head.
- Explain that the internal conversation can help readers understand and remember information more effectively.
- Describe the kinds of questions that are useful when questioning text (see list in sidebar).

##### Teach

- Show students a new text selection.
- Skim the selection to determine the nature of its information and, therefore, the most appropriate kinds of questions to ask.
- Use a think-aloud to read the passage, pausing and questioning at regular intervals.
- Imagine questions that anticipate/provide predictions, confirm knowledge.

##### Support

- Post a list of possible questions prominently.
- Refer students to the list regularly.
- Perform additional think-aloud demonstrations at the beginning of each major unit of study.

#### What the Students Do

##### Apply

- Work in pairs to examine a new text.
- Pause at intervals, imagining appropriate questions for the text.
- Assess the quality of their questions by measuring how well they help them understand the new information.
- Work solo to read more of the passage, imagining their own questions.
- Compare the questions they imagined, discussing which ones were more effective in helping them understand and remember the information.
- Construct possible test questions that would elicit the information they have just read.

# Questioning Text

INTELLIGENCES, PERSONALITY  
TYPES, AND LEARNING STYLES

## CASE STUDY

### Animals of the Workplace

by *Diane Stafford*

How can I make sense of "Animals of the Workplace," when everyone knows there are really people in the workplace?

This sounds like, "While the cat's away, the mice will play." That statement is a metaphor meaning some people play rather than work if they are not supervised.

I wonder where I fit in this metaphor. Am I a lion, an otter, or a golden retriever?

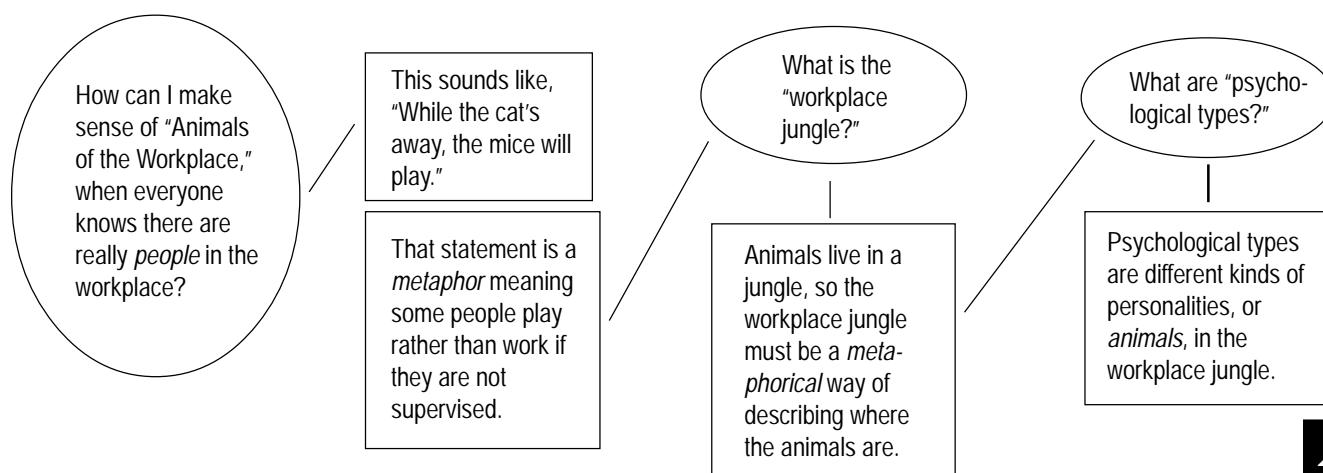
When the lion is away, the otters will play. The beavers will keep on working. And the golden retrievers will sit and smile benignly. That is either a bunch of poppycock or a pretty good picture of the animals in the workplace jungle—if you accept the theory that people can be categorized according to psychological type. Many educators, psychologists, and employment experts believe they can. Ever since the Myers-Briggs Type Indicator was introduced more than half a century ago, efforts have grown to build teamwork by understanding what makes people tick differently. Several different personality "tests" are in use. One, which uses animal names to label psychological types, was introduced by counselors Gary Smalley and John Trent. They first applied the lion, otter, beaver, and golden retriever appellations to four personalities they defined in their family counseling work. They and others say personality types can be identified by the way people answer questions about their preferences. By extension, understanding these types can provide keys to workplace harmony.

"Animals in the workplace jungle" must be a metaphorical statement. These must be the "psychological types."

"Uses animal names to label psychological types" confirms the comparison of workers to animals.

(from *Horizons* 2000+, p. 45)

### Flow-chart diagram of questions and answers:



## Context Clues

- Sounds
- Words
- Phrases
- Syntax
- Graphs
- Charts
- Diagrams
- Photos
- Location
- Physical properties
- Action
- Cause/function
- Class membership
- Equivalence

## Sample Think-Aloud

*Looking at this text, I see words that I know and some that I don't know.*

*Here is one word that I don't know.*

*What do I know about the meanings of the words that surround it that might help me guess its meaning?*

*How does this possible meaning fit in with the rest of the text?*

## Glossary

*Context clues* - information that surrounds a word to help determine its meaning (sounds, words, phrases, syntax, illustrations, setting, etc.)

*Synonym* - different word, same meaning

*Appositive* - a phrase, separated by commas, that defines a term

## Monitoring Comprehension

### Using Context

This refers to learning the meaning of a word or phrase by identifying and using clues in the surrounding words.

### What the Teacher Does

#### Introduce

- Explain that words in sentences work together to provide meaning, and that the meaning of an unknown word might be discovered by examining its context.
- Explain that many clues are available in each sentence to help readers learn the meanings of unfamiliar words.

#### Teach

- Provide students with text that contains unknown words.
- Investigate the sentences to discover contextual clues that provide some of the following kinds of information:
  - Location = time, place, and situation;
  - physical properties;
  - action = what can be done to a person or thing, what a person or thing can do to itself, or to what or whom the thing can be done;
  - cause/function = cause, effects, function, and/or purpose;
  - equivalence = relationships between the unknown word and various kinds of classes (animals, feelings, qualities);
  - synonyms, restatements, appositives, or direct definition. (<http://snow.utoronto.ca/Learn2/mod5/contcues.html>)
- Use the relevant information to determine the meanings of the unknown words.

### Support

- Remind students to use the meanings of the known words.
- Prompt students to look for patterns of meanings.
- Prompt students to include graphic and spatial clues when they consider context.

### What the Students Do

#### Apply

- Examine text that contains unfamiliar words.
- Identify known and unknown words.
- List the meanings of the known words.
- Use the known words as clues to classify the unknown words (noun, verb, adjective, etc.).
- Infer possible meanings of the unknown words.
- Compare the possible meanings within the context of the passage to test the best possible meaning.
- Choose the meaning of the previously unknown word.
- Describe and explain the process of using context clues to another student or group of students.



# Using Context

## Association of Ideas

- a) *Commonwealth* is capitalized and referred to as "the" Commonwealth, so *Commonwealth* must be special.
- b) Canada and South Africa were both members until  $1952 + 9 = 1961$ , so *Commonwealth* membership was something they shared.
- c) Canada is a former British colony and so is South Africa.
- d) Canada participates in the *Commonwealth* Games, with other former British colonies, including African nations.

## Conclusion

"The *Commonwealth*" must be the British Commonwealth.

*Apartheid* contains a word that makes sense in English (Apart) and one that doesn't (heid). "Apart" means "separate," so *policy of Apartheid* was probably a policy that kept Black and White people apart, or separated.

I remember that a similar policy was used in Nazi Germany to keep Jews separated from non-Jews. This was used for the same reasons: to take power away from people.

[There] can be no peace unless there is freedom wherever discrimination exists because of race or colour.

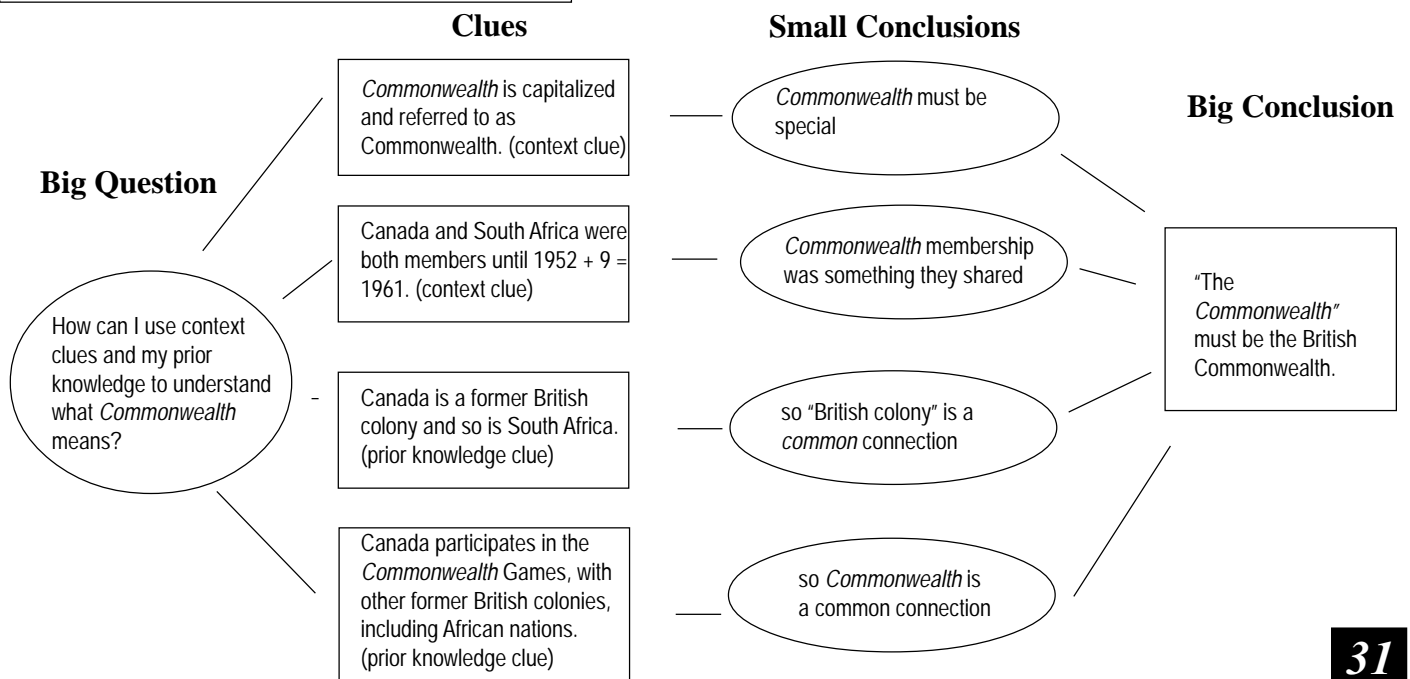
With these words in 1952, John Diefenbaker ignited Canada's first parliamentary debate on South Africa. Nine years later, South Africa was forced out of the *Commonwealth* in a process spearheaded by Diefenbaker.

In 1948, South Africa's ruling National Party had implemented a *policy of apartheid* (a Dutch word meaning "apartness"). White South Africans controlled the government, and apartheid imposed complete separation between the Black majority and the White minority. Black people could not live next to, walk on the same beaches, or even swim in the same water as Whites. They had to carry passbooks, which dictated where they could travel and work. While the White population prospered, Blacks lived in poverty.

Apartheid sparked strikes, boycotts, and eventually violent riots. The African National Congress (ANC), with Nelson Mandela as leader, formed to fight apartheid. But ANC leaders, including Mandela, were imprisoned, or fled to other countries.

(*Nelson History 10*, p. 427)

## Sample Flow Chart:



Conventions of text may include:

- Headings
- Subheadings
- Bulleted lists
- Lists separated by commas
- Italicized passages
- Paragraphs separated by spaces

### Sample Think-Aloud

I notice that this text has a headline, followed by several subheads with a paragraph, then another headline and subhead cluster.

I would guess that the headline is a general title, and that more specific information is given in the paragraphs under each subhead.

### Glossary

*Scan* – rapid reading to look for specific keywords

*Graphic Organizer* – visual representation of information that allows the mind to “see” undiscovered patterns and relationships.

## Monitoring Comprehension

### Using Conventions of Text

Readers apply knowledge of the conventions of how certain types of text are structured to help understand text.

#### What the Teacher Does

##### *Introduce*

- Explain that conventions of text, punctuation, and language can make information easier to understand.
- Describe several conventions of text, punctuation, and language that are relevant to the text being studied.

##### *Teach*

- List and describe a few relevant texts and their conventions of text and structures.
- Using a graphic organizer, apply knowledge of the conventions of text, punctuation, and language to a passage to create a visual representation of the text.
- Provide students with a new text passage.
- Ask students to identify some conventions of the text.
- Ask students to use the identified conventions of text to predict, confirm, and/or summarize the text.

##### *Support*

- Create a poster of common conventions of specific texts, e.g., a lab report.
- Place the poster in a conspicuous place.
- Provide a selection of graphic organizers.
- Review conventions of text when beginning a new unit of study.

#### What the Students Do

##### *Apply*

- Scan the text to discern/predict text content based on conventions.
- Identify conventions of text, punctuation, and language.
- Highlight or transfer the information to a graphic organizer.
- Reflect on the ways that applying knowledge of the conventions of text helps readers read more efficiently and understand text better.

# Using Conventions of Text

There are two kinds of type styles used in this passage: normal and *italic*.

The *italicized paragraphs* alternate with the normal paragraphs.

The *italicized paragraphs* are indented.

The *italicized statements* don't 'sound' like the others. They seem to have a level of language that is different from the normal paragraphs and from one another.

I remember that *italicized* statements sometimes appear in newspaper or magazine articles as quotations of what people have said.

Skimming the text below the *italicized paragraphs* takes me to the phrase, "These quotations are from careful observers..." "These" must refer to the italicized statements that look like quotations.

This sentence explains that the *italicized paragraphs* are quotations, even though they lack the "quotation marks" that are usually used to indicate quotations. It also explains who stated each quote, with the dates of each. This confirms my guess that the *italicized paragraphs* were quotes.

Deeper Meaning:

Why was the detailed information about the quotes held until *after* we read the quotations? The quotes have come from different time periods: 1955, 1915, and 1878. I thought they were much more recent quotations than that. How would my knowing the dates have changed my feelings toward the quotes? What do I feel now that I know the dates?

I infer that they wanted me to realize that concerns about the family unit have been stated for over 120 years, so they withheld the dates, thinking I would infer that they were recent quotes.

At the beginning of a new millennium, we hear that there is a "crisis" in the family! Politicians, journalists and even a few scholars have sounded the alarm.

*Some have cited facts such as the high rates of divorce, and changes in the older sexual morality... as evidence of a trend to disorganization in an absolute sense.*

Modern living arrangements cater to single people or couples, leaving no room for the old three-generation "extended" family.

*The home has passed, or at least is passing, out of existence. In place of it is the apartment—an incomplete thing, a mere part of something, where children are an intrusion, where hospitality is done through a caterer, and where Christmas is only the twenty-fifth of December.*

The selfish individualism of a "me" generation dissolves all collective loyalties.

*We may expect to see further disintegration until the family shall disappear. In all things civil and sacred the tendency of the age is towards individualism... implausible aphorisms and popular usages silently undermining the divine institution of the family.*

These quotations are from careful observers of North American society. But do they reflect important truths about the state of the family at the end of the twentieth century? No—they do not. The first quotation is from the American sociologist Talcott Parsons. He wrote those words in 1955, in the middle of a decade portrayed in countless movies, television series, and books as the heyday of a traditional family. The second quotation is from a serious essay by the Canadian political economist and humorist Stephen Leacock, published in 1915. The third quotation is from an essay by a Protestant minister in Ontario, John Laing, writing in the year 1878.<sup>1</sup>

(Vanier Institute of the Family, p. vii)

## Monitoring Comprehension

### Understanding the Meanings of Unfamiliar Words

Using strategies to figure out the meanings of new words, such as using context clues, using the glossary in the text or a dictionary, or using the knowledge of root, affix and suffix meanings.

#### What the Teacher Does

##### Introduce

- Ask students to describe what they do when they encounter an unfamiliar word.
- Ask, “*What words or phrases signal that a definition will follow? How do we recognize the definition?*”
- Choose a text passage that contains new vocabulary, and model for students by thinking aloud how you figure out unknown words, using the context.

##### Teach

- Explain how to use what is known about words to construct the meaning of unfamiliar words by dividing the word into syllables.
- Show how to find the definitions of new vocabulary that are often embedded in the text passage (see examples in the sidebar).
- Teach Greek and Latin roots appropriate to the subject (e.g., bio/logy).
- Show how to use the glossary.
- Show how to use design features of print (italics, bold etc.) to locate new vocabulary and definitions.

##### Support

- Allow students to work in pairs for a new reading task: they can reason together what unfamiliar words mean.
- Ask students to use the newly learned words in oral answers (e.g., turn to a partner and use the word in a sentence).
- Encourage students to use words they’ve learned in their written answers and assignments.

#### What the Students Do

##### Apply

- Construct charts/lists of the meanings of word roots, prefixes, and suffixes often used in this subject, for the classroom and personal notebooks.
- Create “new words” by building on the parts of words they know (e.g., *compuphobologist*) and ask other students to guess the meanings.
- Create their own personal dictionaries/glossaries of new words and vocabulary.
- Make a guess about what a word might mean and confirm the guess by checking the glossary or dictionary.
- Reread a passage, using knowledge of vocabulary to increase comprehension.

#### Words That Signal Definitions

*Sodium chloride*, more commonly known as salt  
[x, also known as...]

Toronto, or Hogtown  
[y, or \_\_\_]

Vulcanology is the study of volcanos  
[z is \_\_\_\_\_]

Frodo, a hobbit, is  
[q, a \_\_\_\_\_, is]

k (\_\_\_\_) has...

#### Sample Think-Aloud

*In this passage, I see the words “polynomial” and “trinomial.” I know that “poly” means “many” and that “tri” means “three.” I see that this trinomial equation has three elements: a squared variable, a variable, and a number. So a trinomial has three important and distinct parts.*

#### Glossary

root - the base word  
affix - parts added to the base word  
suffix - what follows the root  
prefix - what precedes the root  
context - the meaning environment of the word (the passage)

# Understanding the Meanings of Unfamiliar Words

*term and definition following, in brackets*

In 1886 both Charles Martin Hall in the United States and Paul Louis Heroult in France hit upon the idea of using hot melted cryolite (aluminum sodium fluoride,  $\text{Na}_3\text{AlF}_6$ ) as a solvent for powdered aluminum oxide. This idea was far from obvious, for cryolite is an uncommon mineral that melts at just under 1000 degrees C. Melted cryolite does dissolve aluminum oxide, however. Applying a strong electric current to this hot solution decomposes the oxide. Pure liquid aluminum collects at the bottom of the container, where it can be drained off and allowed to cool.

(From *SciencePower* 9, p. 211)

de: prefix meaning *to undo*  
compose: made up of  
de + composes: breaking down what something is made of

## Personal Glossary of Terms

Word	Text, Chapter, Page	Definition

## Common Graphic Organizers

- T-chart
- Venn diagram
- Concept map
- Semantic map
- Comparison chart
- Matrix
- Fishbone
- Sequence chart
- Timeline
- Flow chart
- Cause/effect

## Think Links

### Compare/Contrast

Signal words:  
same; different; like;  
unlike; in contrast;  
similarly

### Cause and Effect

Signal words:  
*causes; results in;  
consequently;  
because; since; for  
that reason*

### Showing Order

Signal words: *first,  
second, etc; next;  
then; after; before;  
last; now; finally*

### Drawing

### Conclusions

Signal words:  
*therefore; so; thus;  
it follows that; as a  
result; then*

### Describing

### Characteristics:

Signal words: *traits;  
qualities*

## Tracking and Recording

## Using Graphic/Visual Organizers

Visual and graphic organizers make note-taking visual, brief, concise, and organized, and demonstrate the relationships of ideas to one another.

## What the Teacher Does

### *Introduce*

- Read for/with the class a paragraph or section of text that shows a sequence of events unfolding.
- Ask students: “*What does the writer want you to know? What kind of thinking are we doing as we read?*” (i.e., sequencing, following steps or a process)
- Using ideas from the class, create and complete a timeline of details from the text.
- Discuss with students why a timeline is an effective organizer and how it helps us read.

### *Teach*

- Read to/with students a text that presents links between cause and effects.
- Ask: “*What does the writer want you to know? What type of thinking are we doing as we read?*” (i.e., showing consequences of an attitude or action)
- Ask: “*What type of organizer would be useful to record and relate these ideas?*”
- Supply an organizer, or ask students to choose one (e.g., flow chart, fishbone).
- As a class, fill in the organizer.
- Ask a student to “tell back” the important details from the reading.

### *Support*

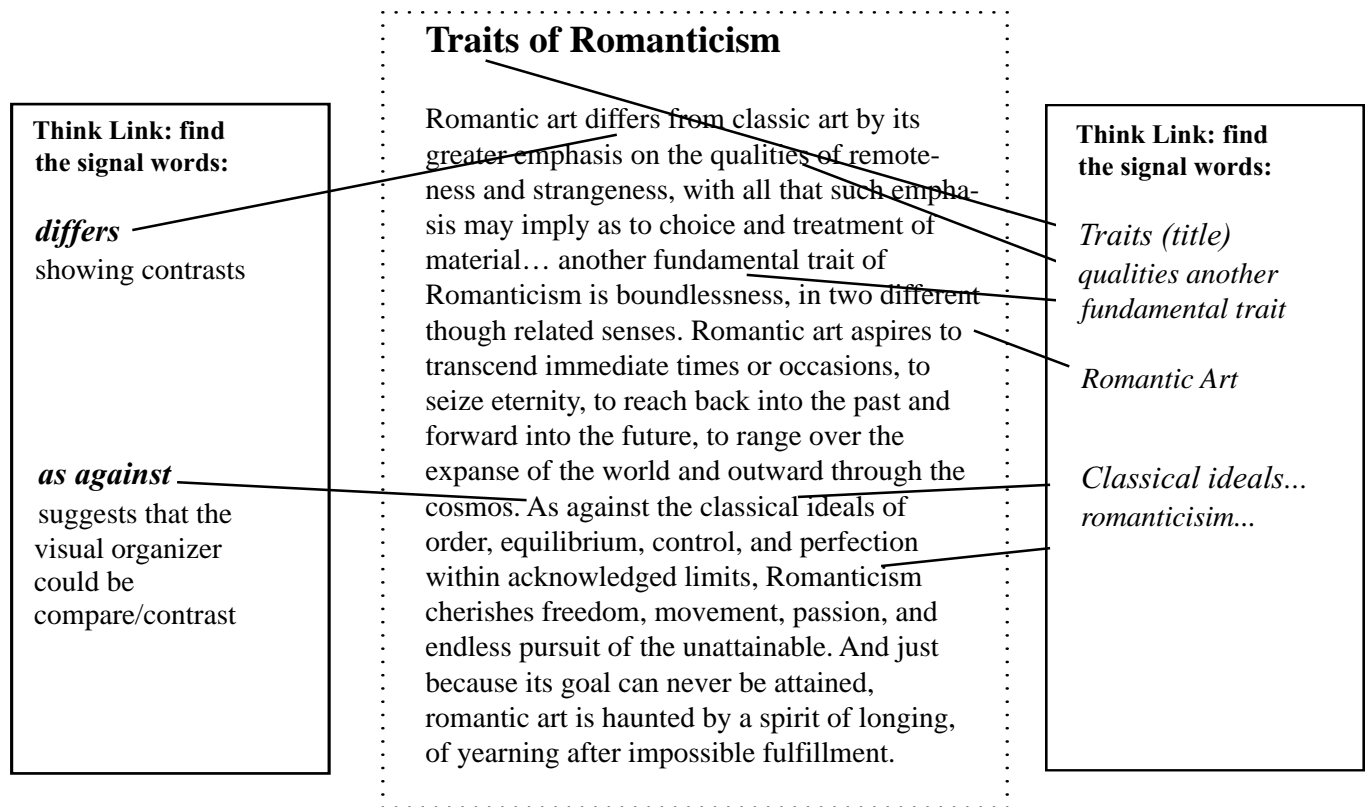
- While other students work independently, group together those students who will have difficulty and guide them through the process.
- Supply students with the appropriate organizer (or prompt them) until use becomes automatic.

## What the Students Do

### *Apply*

- Groups each receive a different text passage and a selection of visual/graphic organizers from which to choose.
- Groups examine the type of thinking or problem solving the text passage requires them to do to determine the kind of information being presented in the text (see *Think Links* in the sidebar for words that signal specific types of thinking in the text passage. In “Traits of Romanticism” on the facing page, the words *traits* and *qualities* signal that characteristics will be described in the text.)
- Each group selects an appropriate visual organizer and records key information from the reading on a transparency.
- A spokesperson from each group will share the group’s thinking with the class and explain why they chose that particular organizer.
- Another member of the group will retell the important information from the passage, using the details in the organizer.
- When the groups have finished their presentations, discuss as a class the advantages of taking notes in this way.

# Using Graphic/Visual Organizers



(from, OAC Music Resource Document p. 73; excerpt from *A History of Western Music*, p. 657)

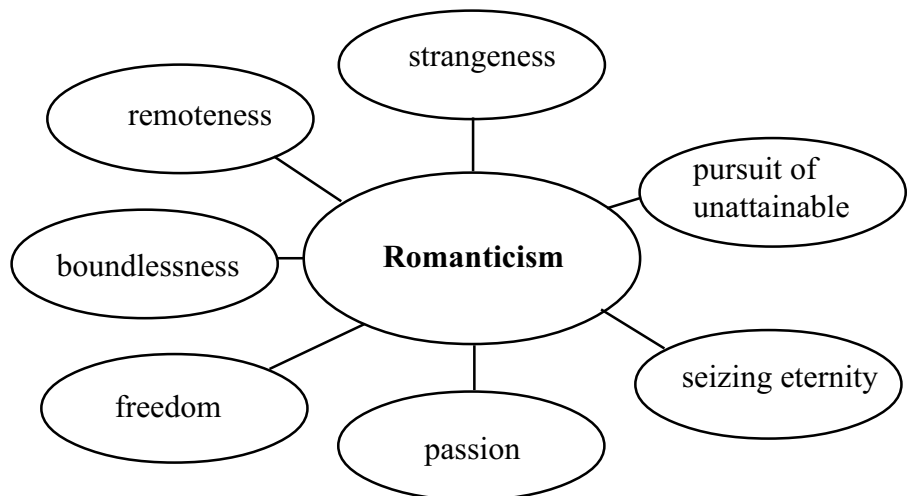
Choose a visual organizer like these two to note information from the passage:

## Compare/Contrast Chart

Romanticism      Classicism

remoteness	
strangeness	
boundlessness	equilibrium
seizing eternity	
ranging in time and place	
freedom, movement	order
passion	control
pursuit of the unattainable	perfection within limits

## Semantic Map of Romanticism: Qualities and Characteristics



### Jot-Note Format:

- point-form notes
- split-page note taking
- short answer/long answer
- skeletal outlines

### Sample Think-Aloud

*The headings or subheadings in this piece are really the "big ideas" or main ideas, so I'll put these on the left. Then when I find the details, I'll put these on the right side of the split page. ...I don't need that whole sentence. I'll just write "found in deserts."*

## Tracking and Recording

### Making Jot Notes

Jot notes are notes readers make to themselves during reading. The purpose is to "jot it down" so one doesn't forget. The notes usually follow the order of ideas as they are presented in the reading passage.

### What the Teacher Does

#### Introduce

- Choose a reading passage that has headings or subheadings dividing the reading into "chunks" or sections.
- Demonstrate to students that the headings can be used to create the jot-note outline, using the split-page note taking method (headings on left, details on right).
- Think aloud as you make the notes from the reading. Emphasize that we leave out unnecessary words and phrases.

#### Teach

- Next, choose a passage that doesn't have topics or subtopics dividing the reading. Ask students to find the main ideas, which are often found in the first sentence or last sentence of each paragraph. (See sample on facing page.)
- Students underline the main ideas and put these on the left side of the split-page notes.
- Students then read for the corresponding details, and put these on the left side of the split page.

#### Support

- Help students to identify the main idea by distinguishing between a main idea and a fact or detail; an opinion and supporting evidence.
- Allow students to work in partners or small groups as they practise note taking.
- Allow time in class for students to work on this skill.

### What the Students Do

#### Apply

- Groups of students make jot notes on different sections of a text they have been assigned.
- A speaker from each group retells the main ideas and details from their reading to the rest of the class.
- As they are listening, the class should be encouraged to ask questions of clarification, or to ask for further details, as appropriate.
- After presentations are finished, each group revisits its notes and the text. In light of the concerns raised, the group will amend its notes to reflect the main ideas and details of the passage.
- Students practise this skill independently with readings assigned for homework.
- The next day, students (in pairs) compare their notes and make any necessary additions.
- Students continue to practise the skill, using a variety of jot-note methods, as appropriate to the readings they are doing.



# Making Jot Notes

Main  
Ideas

## Understanding Substance Use and Abuse—Tobacco

Tobacco comes from the tobacco plant, which was cultivated by Indians of the New World and discovered by Europeans in the early 1500s. The leaves are cut, dried and then crushed to form the main ingredient found in cigarettes, which are also known as “smoke” or “sticks.”

Tobacco is a drug. In fact, it is the world’s second-most-popular drug. It is designated as a drug because it is addictive. The nicotine found in the tobacco makes it addictive, and is responsible for the short-term effects of smoking.

Over the short term, cigarette smokers experience these effects: a rise in pulse rate and blood pressure; cooler skin; an increase of acid production in the stomach; and a decrease in the amount of urine produced. At first, smoking causes activity in the person’s brain and nervous system to speed up, but later it slows down. Smokers usually experience a decrease in appetite, and generally smoking makes a person capable of less vigorous physical activity.

Over the long term, the effects of smoking are even more serious. Blood vessels in the heart and brain narrow and darken. A person will experience shortness of breath, and will cough often. Smokers are much more likely than others to get infections of the lungs such as pneumonia, and many develop chronic bronchitis or emphysema. Smokers are more likely to get a cancer of the lung, mouth, larynx, esophagus, bladder, kidneys or pancreas. Women who smoke when pregnant are likely to give birth to lower birth-weight babies. Women who smoke and take birth control pills are more likely to develop blood clots, and are at increased risk of heart attack and stroke.

(based on the Grade 9 Health and Physical Education Course Profile)

## Sample: Split-Page Note Taking

### Understanding Substance Use and Abuse—Tobacco

Main Ideas, Concepts	Details
Description, origins of tobacco	<ul style="list-style-type: none"> <li>- crushed, dried leaves of tobacco plant</li> <li>- first grown in the New World; brought to Europe in the 1500s</li> </ul>
Characteristics	<ul style="list-style-type: none"> <li>- a drug containing nicotine, which has addictive properties</li> </ul>
Short-term effects	<ul style="list-style-type: none"> <li>- rise in pulse rate and blood pressure, cooling of skin</li> <li>- increase in stomach acid, decrease in urine production</li> <li>- at first, a speeding of brain/nerve activity, then a slowing down</li> <li>- decrease in appetite</li> <li>- decrease in ability to do vigorous exercise</li> </ul>
Long-term effects	<ul style="list-style-type: none"> <li>- narrowing and darkening of blood vessels in heart and brain</li> <li>- shortness of breath, coughing</li> <li>- at risk of lung infections i.e. pneumonia, and risk of chronic bronchitis, emphysema</li> <li>- cancers of lung, mouth, larynx, esophagus, bladder, kidney, pancreas</li> <li>- stomach ulcers</li> <li>- lower birth-weight babies</li> <li>- blood clots, risk of heart attack and stroke for women on birth control pills</li> </ul>

(from the Grade 9 Health and Physical Education Course Profile)

### Annotation Prompts

- *What is the topic of the passage? Whom does it involve?*
- *What seems important?*
- *What seems confusing?*
- *What other texts or knowledge does this connect with?*
- *What do you predict?*
- *What do you need to know more about?*
- *What do you challenge in the reading?*

### Sample Annotations

- questions you have as you read
- the main ideas, restated in own words
- new words or vocabulary
- prior knowledge seen in a new light
- predictions about what may follow
- criticisms, objections
- conclusions, judgments
- adding missing information

### Glossary

annotate: *make a note on a text*

prompt: *an open-ended question*

## Tracking and Recording

### Annotating Text

Annotating the actual text is a useful strategy for making notes to oneself during reading. It makes visual the dialogue that occurs in the reader's mind.

#### What the Teacher Does *Introduce*

- With a challenging passage of text, model, on chalkboard or overhead, how to annotate (make margin notes on) the text while thinking aloud as you read the passage. You might demonstrate making notes directly on the text, or by using sticky notes or bookmarks (scrap pieces of paper that you insert into a text). (See the sample on facing page.)

#### *Teach*

- Assign a short reading passage that requires students to understand the content in a variety of ways. If it is not a consumable copy, supply sticky notes.
- Guide students in their annotations by giving them prompts to help them (see sidebar.)
- Share annotations in small or large groups.

#### *Support*

- Allow students to work together in pairs
- Prompt them to use this strategy with homework reading
- Group students once annotating has been done independently to share questions and comments about the text.
- Encourage students to connect new knowledge with prior knowledge.

#### What the Students Do *Apply*

- Choose the prompts that best match the purpose and type of text they are reading. This should be discussed first in the whole-class setting.
- Students should be encouraged to create new prompts that help them understand the text.
- Once they've made annotations (i.e., for homework), they can use them to:
  - do further research
  - make notes
  - compare ideas and questions with another reader
  - participate in a group discussion or debate
  - write a summary of the passage
  - write an opinion paragraph about the passage
  - write a critique of the passage

# Annotating Text

## The Creation of Nunavut

In recent years, Canadians have been doing something that they have not had to do for a half a century—buying new maps of Canada because the old ones are now out-of-date. The last time we had to do this was in 1949 when Newfoundland became part of Canada. The change this time was to show the new territory of Nunavut created from eastern and northern parts of the Northwest Territories. Changes in the size and political organization of the Northwest Territories are very common in Canada's history. At various times in the past, Manitoba, Saskatchewan, Alberta, the northern parts of Ontario and Quebec, and the Yukon were all parts of the Northwest Territories. So, the creation of Nunavut can be seen as just part of the ongoing evolution of Canada.

The name Nunavut means "our land" in Inuktitut, the language of the Inuit people. The name describes very well why Nunavut was created. Nunavut has a population which is very different from the rest of Canada, since 85% of its people are Inuit. As a small minority of the Northwest Territories' population, they felt that they had little political influence in the Territory and also wanted to protect and develop their own culture and economic base. Most decisions were made in Yellowknife, the capital of the Northwest Territories, which was very far from where the Inuit lived. Just getting to Yellowknife was very time-consuming and costly... the trip would take two days, since you would have to stop overnight, even though there is only 6.5 hours of flying time, and would cost \$3892.

It's been over 50 years since we've had a change to the map of Canada.

I don't remember this from History! Is this true?

"Nunavut" means "our land."

IMPORTANT!

The new capital is Iqaluit, on Baffin Island.

Nunavut was created by dividing the NWT into east and west sections. The eastern and northern part is now called Nunavut.

The rest of Nunavut's population must be made up of other aboriginal groups and Europeans.

Why? Weren't there Inuit in the NWT government?

That costs more than flying to Australia and back!

(from *Making Connections*, p. 185)

### Ways to Highlight Text

- using a highlighter marker
- using different marker colours for different aspects
- underlining
- circling
- using asterisks

### Things to Highlight

- the main ideas
- new words or vocabulary
- new knowledge
- questionable facts or details
- key facts or details
- fascinating facts
- repeated points
- opinions
- transition words that mark changes in thought (e.g., however, therefore, in contrast)

### How to Highlight

- *highlight selectively*—highlight phrases or words instead of whole sentences

## Tracking and Recording Highlighting Text

Readers identify the important, key, or significant ideas by highlighting, underlining, or circling sentences, phrases, and words in the text. This aids comprehension during reading by actively engaging the reader, and provides an efficient way to revisit and summarize ideas after reading.

### What the Teacher Does

#### *Introduce*

- Show the students a text, copied onto a transparency.
- Inform the class of your purpose for reading, i.e., to gain information; to identify unfamiliar words, main ideas, or key details.
- Use highlighter markers or pens to identify what's important (see sample on facing page).
- Using what is highlighted in the passage, tell the class what was important in the reading.

#### *Teach*

- Give the students a consumable copy of a text to practise the skill of highlighting.
- Make highlighters available, or give students options about what methods they can use to highlight the text.
- Ask students to predict what might be important to highlight, based on the title.
- Based on this discussion, direct students as to the types of information highlighted in the passage.
- Students compare what they've highlighted with a partner's version.

#### *Support*

- Allow students to work together in pairs.
- When a passage of reading is key, provide students with a consumable copy for highlighting.
- While others are reading independently, work with a group of struggling students and guide them through using the skill.

### What the Students Do

#### *Apply*

- Students read a consumable copy of a passage for homework, highlighting as they read (i.e., main ideas and key details).
- Once they've highlighted a text, they can use these to:
  - make notes
  - find more information
  - compare their "highlights" with those of other readers
  - participate in a group discussion
  - write a summary of the passage
  - write an opinion paragraph about the passage

# Highlighting Text

## Keywords and Phrases in Instructions

**Compare:** Tell what is the same and what is different.

**Describe:** Tell about something in a step-by-step manner. Use words, numbers, graphs, diagrams, symbols, charts, and/or pictures to do this.

**Explain:** Use words and symbols to make your solutions clear and understandable.

**Give reasons for your answer:** Explain your reasoning in your own words. Give reasons and evidence to show that your answer is correct or proper.

**List:** Write down or identify in point form.

**Show all your work:** Record all calculations. Include all the steps you went through to get your answer. You may want to use words, numbers, graphs, diagrams, symbols, charts, and/or pictures to explain your thinking.

Highlight the keywords in the problem that direct the reader to do something

A miniature rocket is launched and its height above ground is measured at one-second intervals (see Table below).

- Graph this relationship.
- Is this relationship linear? Explain.
- Use the graph to compare the rocket's height after 1.5 s and after 4.5 s.
- Explain why the rocket can be 80 m high at two different times.
- What is the rocket's height after 7 s?

(Based on *Mathematics 9*, p. 108)

Rocket height, time per second

Time(s)	Height (m)
0	0
1	80
2	128
3	144
4	128
5	80
6	0

(From *Grade 9 Assessment of Mathematics, 2000–2001, EQAO Support Materials*)

## Critical Thinking

### Summarizing Main Ideas and Details

Readers choose and paraphrase information to present, in condensed form, the main point(s) with most significant supporting details.

#### What the Teacher Does

##### Introduce

- Explain the purpose of a summary: it condenses information, but still communicates what is most important.
- Ask students to summarize a well-known story, from film or fiction.
- Show three different summaries of that story on an overhead and have students explain which one most effectively and concisely summarizes it. One should contain too little information; another should contain too much information.
- Discuss the qualities of an effective summary.

##### Teach

- Show an information passage, such as *From Where?* (see facing page) on an overhead, transparency. Use think-aloud to demonstrate how features of the text (titles, topic sentences, etc.) might help one detect the most important information.
- Show how to mark a text: highlight keywords or concepts; cross out less important information.
- Model using questions to ensure you've detected the purpose of the passage.
- Write a summary on the chalkboard in which you model paraphrasing: note-take in your own words, change words and sentence structure from the original.

##### Support

- Frequently encourage students to share oral summaries in pairs, small groups, or with the class.
- Give students feedback on effective paraphrasing and encourage peer commentary.
- Allow students to rehearse their summaries and present them to a partner.

#### What the Students Do

##### Apply

- On a consumable copy, mark a text: circle or highlight keywords; cross out less-relevant details.
- Share selections and rejections in small groups, then as a class, to generate consensus.
- Retell important information orally, through dialogue or an interview.
- Create and respond to questions about the passage that help detect its purpose.
- Working in pairs, A identifies and writes main idea(s); B provides supporting details; they cut and paste their work together.
- Working in pairs, A writes a summary; B rewrites it in own words.
- Show connections between main point and supporting details with a graphic organizer.
- Use keywords circled or highlighted to create point-form notes, sequence these, and reformat them into a summary paragraph.
- Referring to a text, change words (using a thesaurus), change phrases, change sentence structure.

#### Other Ways to Summarize

- simulation
- role play
- dramatization
- poster/collage/
- illustration/
- diagram
- storyboard

#### Sample Questions

- What or who is this about?
- Where and when is something happening?
- Is something being defined?
- Are two or more things being compared?
- Is an opinion or position being presented?

#### Glossary

*Paraphrase* - restate in one's own words and style

# Summarizing Main Ideas and Details

## From Where?

The major sources of immigrants have changed greatly over the years. Since the end of World War II in 1945, the sources of immigrants have changed more rapidly in response to changing economic and political conditions in other countries. For example, the war devastated Italy, so in the late 1940s and 1950s, Italy provided Canada with many new residents seeking better economic opportunities. By the 1960s, this migration slowed to a trickle as the Italian economy improved.

More recently, people looking for economic opportunities have come to Canada from countries like Portugal, India, and Jamaica. These immigrants saw the chance for a better life for themselves and their families. Other people from these countries are less likely to come to Canada if they see improved economic opportunities at home.

Not everyone comes to Canada for economic reasons. For many people, Canada has been a haven from dangers in their own country. In some cases, the threats can be immediate and extreme. The Hungarians who came in 1956 escaped from their homeland in the face of the Soviet tanks which put down their revolution. Many Somalis came to Canada in the late 1980s to escape civil war and famine which had claimed tens of thousands of lives.

(from *Making Connections*, pp. 193–194)

Select/highlight important information: Why have immigrant sources changed? From where do immigrants come?

Reject less important information—cross out: These are supporting details. This information illustrates the main point; it provides substantiation, but if it weren't there, I'd still know the main reasons for immigration.

Summarize: A condensation and a paraphrase (written by a student)

Wording and sentence structure have changed.

Use textual features to determine main idea:

- Bold-face title asks a question: from where? I'm looking for an answer to "where" something happens.
- Paragraphs usually begin with topic sentences to direct reading.
- "For example" is a cue that provides support for, or clarification of, a main point that is being given.

Have I determined what this passage is about? What is being explained or described? How important are: where, why, how? Have I read information, an opinion, or both?

The places where immigrants come from to Canada have kept changing. People commonly immigrate to Canada because of two main reasons. They have economic concerns or they don't feel safe. Many come for economic reasons, to get better jobs and salaries. Others come because of political strife—war and revolution, or because of famine. Immigrants have come from all over—Europe, Asia, the Caribbean, and Africa.

Includes Italy, Portugal, Hungary

Includes India

Includes Jamaica

Includes Somalia

## Outlining Patterns

### Power notes:

Power 1: introduces general subject (birds)  
Power 2: distinguishes specific components or qualities of the general subject (birds of prey)  
Power 3: gives details about each component (owls, hawks)  
Power 4: (types of owls), etc.

### T/R/I notes:

Topic (T) is introduced (electronic systems models); Restrictions (R) on that topic are presented (2 main types of models); Exemplification (E) of each subtopic is given (details of each model)

For Power Notes, cf. Santa, Havens & Macumber, 1996

For T/R/I cf. Marzano, Gaddy & Dean, 2000.

## Organizational Patterns

1. Pro-Con
2. Cause and Effect
3. General to Specific
4. Chronological
5. Episodic
6. Climactic
7. Explain a principle
8. Compare and Contrast
9. Classification/ Definition
10. Process Analysis
11. Analogy
12. Problem/Solution

## Critical Thinking

### Explaining Relationships Between/Among Ideas

Readers differentiate between main ideas and their supporting attributes and examples.

## What the Teacher Does

### Introduce

- Explain that studying the organization of an information passage is like using a microscope. With power 1 magnification, you can see an entire object close-up. With power 2 magnification, you can see the object's segments or components. With power 3 magnification, you can see inside each of those components.
- Use an overhead transparency of the sample on facing page.
- Model applying an outlining pattern, such as "power notes," to show how ideas relate:
  - Power 1 is a main idea or category (electronic systems models)
  - Power 2 is an example, restriction, attribute, or elaboration of power 1 (2 types of boards)
  - Power 3 is an attribute or elaboration of power 2 (characteristics of each board)

### Teach

- Make five or six copies of a well-organized paragraph or passage
- Cut up each copy into separate sentences and clip together as a packet.
- Distribute packets to small groups of students who must arrange sentences in an order that makes sense.
- Instruct students to draft power notes that show this same arrangement.
- Have students share their work and describe how they differentiated main ideas from those that supported or exemplified them.

### Support

- Encourage students to pair and share: to act as study partners when note-taking.
- Assess outlining and note-taking skills to determine how well students differentiate main and supporting ideas, and identify and use patterns.
- Remind students to use signal words to detect organization (before, first, in contrast, etc.).

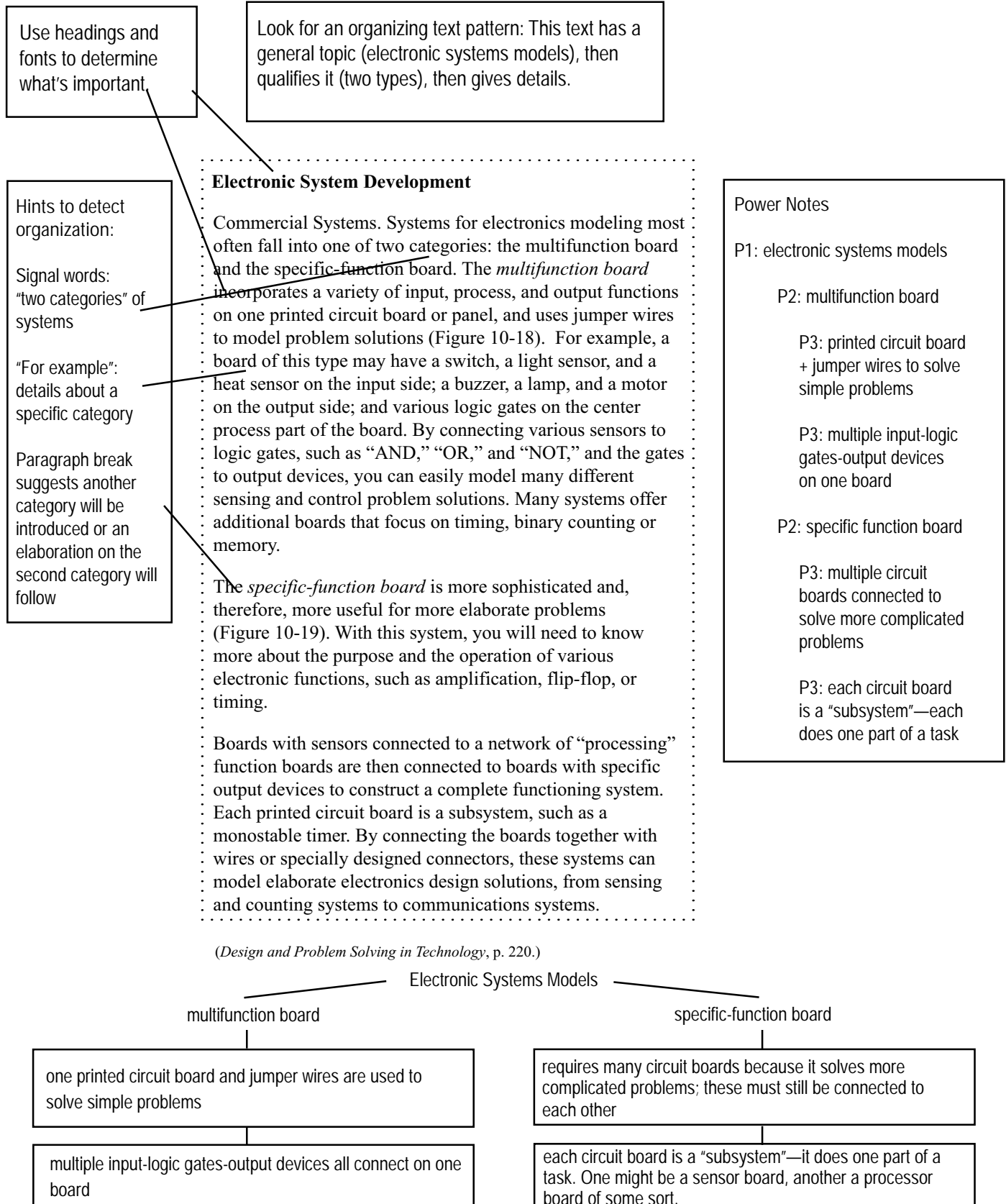
## What the Students Do

### Apply

- On a consumable copy, after a first reading, students:
  - highlight statements indicating the general subject in one colour (e.g., red)
  - highlight statements indicating each of the subject's divisions or components in new colours (e.g., orange, blue)
  - highlight statements indicating attributes of each division or component in a complementary colour (yellow/green)
- Compare, in pairs, their highlighted copies and discuss discrepancies.
- Draft power notes to show these relationships.
- Select and use appropriate graphic organizers to show the organizational pattern of the text (compare/contrast, pro/con, cause and effect, general to specifics, etc.) and the relation between and among ideas.



# Explaining Relationships Between/Among Ideas



## Critical Thinking

### Reflecting on the Text

Readers ask questions that help process information and assess its significance. These questions cannot necessarily be answered simply by locating information in a text; they depend on the respondent's opinions and experience.

#### What the Teacher Does *Introduce*

- Advise students that understanding increases substantially when they review what they have learned and ask questions about its significance.
- Explain the difference between comprehension questions (for which responses can be found within the text) and reflection questions (which require the reader to think between and beyond the lines—to analyze, interpret, speculate).
- On chart paper, generate a list of sample reflection questions with students and post it.
- Apply these to a passage such as “When Machines Think” (facing page).

#### *Teach*

- Give students time to examine a recently read passage on an overhead transparency.
- Ask one or two reflective questions about it, to which students respond.
- Discuss why responses might vary.
- Invite students to generate their own reflection questions about this passage
- Query students about the function of their questions: do they address knowledge-building components of texts, personal significance, social implications?

#### *Support*

- Require students to lead discussion groups or portions of classtime in which they are responsible for the questions for discussion.
- Encourage students to question all texts for their significance, biases, clarity, etc.
- Develop evaluation questions with students: prior to giving tests or exams, have students generate questions they believe might best assess their knowledge and the material's significance. Students use these for study; teacher uses them for assessing/evaluating.

#### What the Students Do *Apply*

- Keep a response journal for recording a variety of types of questions before, during, and after reading.
- Refer to posted Reflection Questions chart after in-class reading.
- Lead and participate in discussion groups that reflect on significance of the text through sharing specific reflection questions.
- Share reflections through other media: poetry, poster, reading a passage from a related text, clipping news items that relate to reading.
- Share response-journal questions before testing and use these as study guides.

## Reflection Questions

What don't I understand?

On what do I need clarification?

Why is this important?

For whom?

How does it connect to what comes before and after it?

How does it connect to my knowledge or experience?

How can I use this information?

How does this information give me more power in my world?

How would things be different if . . . ?

What were the consequences of x?

To what degree do I agree with the writer's viewpoint?

How might I be tested on this?

## Reflecting on the Text

WHEN MACHINES THINK by Ray Kurzweil

Why is this article important?  
Computers will continue to significantly change the quality of all our lives.

How will this information affect me?  
Computer developments mean I can get implants that will cure diseases or just give me virtual experiences.

How do I feel about this?  
It sounds kind of scary.  
Implants are like drugs in the way they could alter reality.

A THRESHOLD EVENT WILL TAKE PLACE IN THE 21<sup>ST</sup> century: the emergence of machines more intelligent than their creators. By 2019, a \$1000 computer will match the processing power of the human brain—about 20-million-billion calculations per second. Organizing these resources—the “software” of intelligence—will take us to 2029, by which time your average personal computer will be equivalent to 1000 human brains.

Once a computer achieves a level of intelligence comparable to human intelligence, it will necessarily soar past it. For one thing, computers can easily share their knowledge. If I learn French, or read *War and Peace*, I can’t readily download that learning to you. You have to acquire that scholarship the same painstaking way I did. But if one computer learns a skill or gains an insight, it can immediately share that wisdom with billions of other computers. So every computer can be a master of all human and machine-acquired knowledge.

Keep in mind that this is not an alien invasion of intelligent machines. It is emerging from within our civilization. There will not be a clear distinction between human and machine as we go through the 21st century.

First of all, we will be putting computers—neural implants—directly into our brains. We have already started down this path. We have neural implants to counteract Parkinson’s disease and tremors from multiple sclerosis. Under development is a retina implant that will perform a similar function for blind people....

In the 2020s, neural implants will not be just for people with disabilities. There will be ubiquitous use of neural implants to improve our sensory experiences, perception, memory, and logical thinking. These implants will plug us in directly to the World Wide Web. This technology will enable us to have virtual reality experiences with other people—or simulated people—without requiring any equipment not already in our heads....

(from *Language & Writing*, pp. 128–129)

What else do I know about computer “intelligence”?

Do I get a choice?  
What if I don’t want implants?

This sounds like science fiction.  
Is this the only scenario for the future? What do other writers think?

Do others agree or disagree that it’s scary?

### Types of Questions

Literal Comprehension (Informational)	Answers are found <i>in</i> the lines of the text.	Who, what, where, when, why? Give, list, explain, retell. What is the main point? Support for the main point?
Inference (Reflective)	Answers are “ <i>between</i> the lines;” responses are within the readers who use their knowledge outside the text.	Why might x have responded that way? What might have stopped y from happening? Why wasn’t x stopped from happening?
Analysis and Interpretation (Reflective)	Answers are <i>beyond</i> the lines; responses are within the readers who use their knowledge outside the text.	What is fact; what is opinion? From what/whose perspective is the information given? To what extent do you agree with the author’s viewpoint? For what specific audience is this written?

## Critical Thinking

### Making Generalizations/ Drawing Conclusions

The student articulates the relation between parts and whole, then uses explicit information and knowledge of textual organization to venture an opinion about the text's overall meaning and significance. Rereading or reading further determines whether the opinion is confirmed or refuted.

#### What the Teacher Does

##### Introduce

- Ask students to state an opinion/draw a conclusion about something familiar (e.g., how student council is functioning, the best NHL team).
- Ask students what information they used to come to that conclusion.
- Review the difference between information (facts, statistics, etc.) and opinion (inferences based on any combination of information, prior knowledge and experience, and personal bias).
- Explain that understanding increases to the degree that one can process information, summarize it, venture general conclusions about its meaning and significance, and reread or read/research further to confirm conclusions.

##### Teach

- Use the sample (facing page) or another passage to determine how the text's features give clues to links between whole and parts/main ideas and details.
- Identify how information is organized to substantiate the main idea (e.g., from least to most important information/argument).
- Identify and count the number of explicit details that support a concept or statement.
- Thinking aloud, assess how well or in what way these details confirm the main ideas.
- Ask what the kind and amount of information implies about what seems to be important.
- Use questions to generalize/draw conclusions about the author's viewpoint and your own response.
- State your conclusion about the passage.
- Reread or ask if further reading might be necessary to confirm/refute conclusions.

##### Support

- During discussions, have students identify the difference between information and opinion.
- Encourage students to identify kinds of support for their opinions.

#### What the Students Do

##### Apply

- After reading a passage, skim headings, subheadings, topic sentences, boldface or italicized terms, and chunks of text (modules, paragraphs, and segments) to identify the relation between the whole (organizing principles/main ideas) and its parts (support for these).
- Make a summary statement about the connections (e.g., "This passage is about the characteristics of different kinds of energy sources").
- Identify how information is sequenced.
- Identify kinds and quantity of information that supports main ideas (number of statistics, facts, artifacts, quotations from experts, etc.).
- Assess the presumed significance of an argument or subtopic, within the context of the whole passage, based on the sequence, amount, and quality of information that supports it (e.g., there is less information given on solar energy, and the main point given is that it is expensive to use solar cells on a large scale).
- In pairs, ask questions that help to generalize/draw conclusions.
- Draw a conclusion.
- Reread or read/research further to confirm conclusion.

Sample questions to generalize/draw conclusions:

What do the text's organizing principles suggest is most important?

What kind of connections exist between subjects?

How are details sequenced, and what might this tell us about what's most important?

Why is this information important?

What seems to be the author's viewpoint?

## Glossary

*explicit* – stated information

*implicit* – unstated information

*artifact* – human-made object

# Making Generalizations/Drawing Conclusions

## Lessons from a Walk in a Rainforest [excerpts] by David Suzuki

Hallé [an expert on tropical forests] believes the fabled diversity within a tropical rainforest gives it its stability. When one or a few trees are removed, the opening in the canopy allows light to reach the forest floor and stimulates a succession of plants. Over time, like a small nick in the skin, the opening is healed and filled in. But remove a large section of trees and like a mortal wound, the forest cannot repair itself....

World demand for lumber and pulp continues to rise while forest plantations cannot deliver wood of quality and quantity. That's why deforestation continues to claim the great forest of the planet and threatens the Choco. The villagers [of Boro Boro] tell us they want to keep their culture and way of life. They have heard of proposals to develop the area which one prime minister referred to as "Colombia's piggy bank." The Pan American Highway, nearly finished, was stopped only when the minister of the newly formed environment ministry threatened to resign if it wasn't....

Colombia's forests, of which Choco is an important part, have the most known bird species (19.4 percent of all the world's known species compared to 17.6 percent in Brazil and 15 percent in Africa) and orchids, the second most amphibians, the third most reptiles, and one out of every five bats. This rich tapestry of living things is beyond any scientific comprehension, and if destroyed, will never be duplicated or recreated....

The secret to the resilience and productivity of a tropic rain forest is its tremendous variety of living forms. As long as the forest is intact, people can cut into it as indigenous inhabitants have for thousands of years, and the cut will heal. But if the clearing is large, then like a spider web that loses too many threads, the system collapses....

Environmentalists in industrial countries of the North are concerned about the fate of tropical rain forests that have been labelled the "lungs of the planet" and the "wellsprings of biodiversity." Here in Colombia, Latin Americans demand to know why they are expected to save the forests when countries in the North haven't protected theirs. In the debate over vanishing forests, the people who live in them are often forgotten....

Throughout the tropical countries of South America..., Hallé finds a sophisticated human practice called agroforestry (AF) that has sustained communities for hundreds, if not thousands of years. Halle has observed carvings on Indonesian temples depicting AF practices about A.D. 1000. AF requires a profound knowledge of plants that can be used for a variety of needs. Useful plants are collected from intact primary forests and deliberately planted in a surrounding AF buffer zone.... The primary forest remains intact to protect new material during collecting expeditions.

Hallé says, "Agroforesters are true capitalists; their capital is biological and it is constantly growing. Usually they live off the interest, but when they are confronted with an emergency, they may harvest more than they usually take, sure in the knowledge that over time, the forest will grow back.... Hallé's description of agroforestry makes one wonder why it isn't being pushed everywhere as a sustainable alternative to massive clearing of tropical forests.

(from *Imprints*, Vol. II, p. 338)

Generalization: The author suggests—and I agree—that the rich North's greedy demand for resources might kill everybody everywhere.

When beginning a text, initiating research, or reviewing a text, students can make generalizations and draw tentative conclusions about content and perspective.

What connections exist between subjects?

Rainforests + biodiversity  
Rainforests + indigenous cultures  
Overdevelopment = threat to indigenous people + rainforest which are called the "lungs of the planet"

What do the type and number of details suggest might be most important to the author?

—the details and statistics describe the incredible diversity of the rainforest  
—he intersperses many references to the threats the rainforest faces  
—last three paragraphs describe how forest and its people can be protected by AF

Tentative conclusion based on details provided: This text "walks" you through the special qualities of a rainforest as an ecosystem, with a focus on the importance of its biodiversity.

The author uses a specialist and statistics to support his point that the forests are rich biosystems under threat of extinction.

The author's bias is to protect the environment against governments and multinational companies.

My conclusion is that the author is really convincing: rainforests should be protected against further growth of industry in order to protect all of us.

## Free Associate

List everything that comes to mind about a term, without efforts to censor or organize thoughts, in order to think about it through different lenses.

## Glossary

*Semantic web* – a particular graphic organizer used to record free associations

*Vignette* – a short, concise written sketch on a subject; used for consolidating understanding, or as a catalyst for exploring a topic in greater depth, from a specific perspective

## Critical Thinking

### Making Connections

Students gain a deeper understanding of concepts and events, and greater commitment to learning, when they see connections between what they read and their own experience, and when they learn to make connections between texts and contexts.

#### What the Teacher Does

##### Introduce

- Invite students to share different perspectives from which one might think about a subject like war (e.g., as a soldier, a refugee, an armaments maker, a journalist, an environmentalist, a war widow or widower).
- Ask in what resources one might find information from these different perspectives.
- Ask students to share resource references from which they've gained their own knowledge about the subject (their parents/guardians, school texts, films, TV shows, Internet sites, etc.).
- Explain that one can understand a subject better when thinking and getting information about it from multiple perspectives, and from diverse contexts and sources.

##### Teach

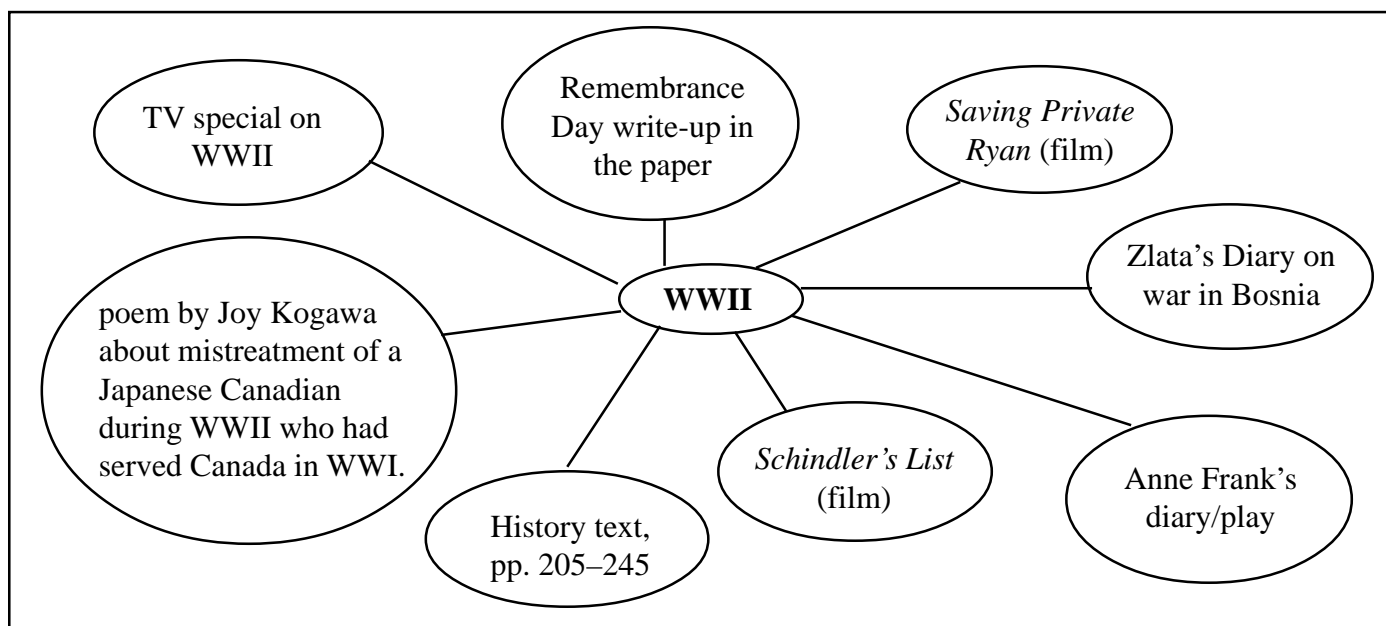
- Create a semantic web: write a word on the chalkboard relevant to what you've been studying (northern lights, separatism, WWII). Circle it.
- Instruct students to free associate: call out words and phrases evoked by the word. Write these around the circled word, like the threads of a web. Add your own.
- Have students call out resources from which they learned about the subject.
- Think aloud about connections between the webbed words and phrases: *I remember; that reminds me of; I read; When I viewed; a member of my family experienced...*
- Encourage students to consider links between information and contexts in which it would be relevant (e.g., what links exist between the environment and arms manufacturing?)
- Write a two- to three-sentence vignette about one or more of these connections.

#### What the Students Do

##### Apply

- Free associate connections between reading content and own knowledge and experiences at the end of a reading or a unit.
- Create a semantic web connecting a term or the subject of a text to other texts with which they are familiar on same topic or theme.
- Shares these with other students. Talk briefly about one connection made and why it's meaningful or important.
- Bring a related text or resource in to share with the class.
- Describe to what degree this related text and/or resource confirms or differs from information or perspectives in other resources.
- Write a vignette using a semantic web and share it with a partner.
- Use vignettes to consolidate understanding, and/or to decide on a way to study or explore subject-specific connections in greater depth.
- Create a resource list when studying a topic: clips articles from newspapers, use the Internet to create a related bibliography, view videos on the subject.

## Making Connections: Semantic Web



Students make connections:

- 1) between texts (treatments of the same subject, treatments on a similar theme, treatments from a similar perspective)
- 2) between forms of texts (e.g., examples of cause/effect essay, of reports, of descriptive paragraphs)
- 3) between texts and personal experiences

**Vignette:** WWII seems really remote, but I'm beginning to understand that what its politicians did has had an enduring impact. First, some of the post-war geopolitical divisions have led to ongoing problems about land and ethnicity in eastern Europe. Second, WWII government-approved "hatred" or "intolerance" has had long-term consequences too. The Holocaust, for example, led to the establishment of Israel, and the new state changed the power balance in the Middle East with effects that can't seem to be resolved. And how do you decide how much to pay Japanese Canadians or European Jews for their losses during the war? War seems to make already fragile rights even more so when everyone is suffering hardship and wants a scapegoat. Both Anne Frank and, more recently, Zlata, were victims of such intolerance and they recorded the horrors. I hope our politicians have read their diaries and are familiar with the suffering that happened in WWII and now in Bosnia. They've got to know that every decision they make has long-term, unpredictable consequences that future generations might not be able to correct.

## Organizational Patterns

1. Pro-Con
2. Cause and Effect
3. General to Specific
4. Chronological
5. Episodic
6. Climactic
7. Explain a principle
8. Compare and Contrast
9. Classification/Definition
10. Process Analysis
11. Analogy
12. Problem-Solution

## Glossary

*graphic (visual) organizer* – a visual representation used to organize information and ideas

*key visual* – a graphic representation of an idea/concept

*mini-lesson* – a short, focused lesson on one point

*signal words* – words that link ideas or indicate transitions between ideas

*think aloud* – vocalize thinking and strategies while doing. Its purpose is to illustrate the active thought process while reading.

## Critical Thinking

# Identifying Organizational Patterns

Writers use recognizable patterns to organize information in texts. Readers use their knowledge of these patterns to analyze and understand texts.

## What the Teacher Does

### Introduce

- List organizational patterns in daily life.
- Discuss with students how using organizational patterns help us read.

### Teach

- Use a think-aloud to identify the organizational pattern of a sample text by identifying the words that signal the organizational pattern.
- Give a mini-lesson about the organizational pattern.
- Create a visual that represents the organizational pattern in the text.

### Support

- Provide lists of signal words and their associated organizational patterns.
- Identify, with students, the organizational pattern inherent in the selected text.
- Provide mini-lessons about graphic organizers, as necessary.

## What the Students Do

### Apply

- Using a sample passage, work in small groups to identify words that signal how the passage is organized.
- Classify the signal words (e.g., time, place, cause and effect, pro-con).
- Identify the organizational pattern on which the text is based (see sidebar).
- Create key visuals for classroom use (e.g., student-made posters that define organizational patterns).
- Design an appropriate graphic/visual organizer to note the information.
- In groups, examine texts with different organizational patterns; share findings in posters or presentations.
- Explain why the organizational pattern is appropriate to the text.



# Identifying Organizational Patterns

*There are several comparison/contrast patterns:*

- 1) Within each paragraph, A is compared to B
- 2) In every other paragraph, A or B is described and examined
- 3) A is thoroughly examined in an entire component of a text; then B is thoroughly examined.

## What Is the Difference?

What is the difference between an ionic bond and a covalent bond?

Covalent bonds between different atoms vary in strength, as do ionic bonds between different ions. In general, however, the strength of covalent bonds is about the same as the strength of ionic bonds. The key difference is the attraction between molecules. An ionic compound behaves like one large structure, with each ion surrounded by ions of opposite charge. This means that strong attractions extend throughout the crystal. Most molecular compounds do not form large structures. Although the bonding between atoms is strong the attraction between molecules is weak.

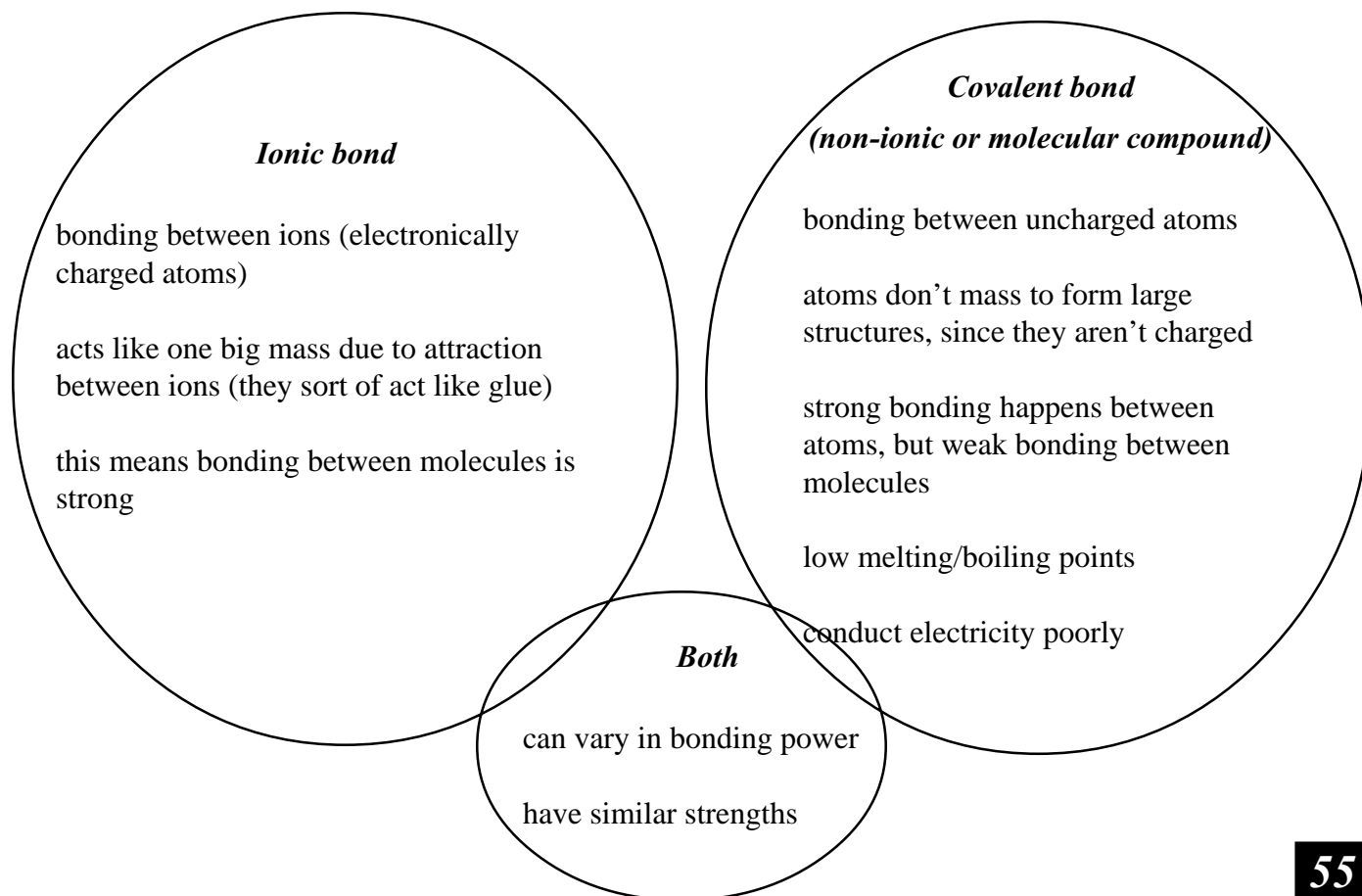
When you melt or vaporize a molecular compound, you must supply enough energy to overcome the attraction between the molecules. Because this attraction is weak most molecular compounds have relatively low melting and boiling points. The weak attraction between molecules explains their relative softness, as well. Finally, because molecular compounds have no ions or free electrons, they are always poor electrical conductors, even when in a liquid state. In the activity below, and in the next investigation, you will explore these differences in properties between ionic and molecular compounds.

*Pattern used:*

Ionic and covalent bonding (A & B) are compared and contrasted in the first paragraph.

The second paragraph gives examples to further illustrate characteristics of B.

(*Science Power*, p.265)



## *Creative Thinking (Extend Reading Knowledge)*

### *Creating a Performance*

Students can create a performance to extend their reading knowledge, and to create new knowledge based on what they have read.

#### **What the Teacher Does** *Introduce*

For this extension, choose a text students have read that meets one or more of the following criteria:

- it has depth and is important to the program
- it represents important information
- it explores a significant issue

Explain to students that they will be using the information in the text to extend their understanding in creative ways.

#### *Teach*

- Highlight the key ideas and information that must be addressed in students' work.
- Choose a creative extension (see sidebar) that is *authentic to the text read*, and requires students to demonstrate achievement of key expectations of the curriculum.
- Show/discuss examples of a type of performance. Examine its characteristics and qualities. Students might do this in groups or as a class.
- Make visual, in some way, the characteristics of the performance discussed (wall chart, board notes, overhead).

#### *Support*

- With students who need it, create a timetable/schedule that outlines the process necessary to plan and rehearse the performance, incorporating deadlines.
- Monitor students' progress and interpersonal skills as they work together in small groups to generate ideas and make decisions collaboratively.
- Allow students time to rehearse the performance for peers and to incorporate feedback to improve the performance.

#### **What the Students Do** *Apply*

##### **A. Same Text, Choice of Performance**

If all students in the class are extending their understanding of the same text, they can choose to present different performances that best match their learning styles or "intelligence" (see sidebar). Students can form affinity groups based on the type of performance they want to present (e.g., a mock trial). They do their own research on the form of the performance and create their own guidelines as to its characteristics and qualities. They then use a process, as outlined below, to plan and present the performance.

##### **B. Same Text, Same Performance Type**

Students use the following process to plan and present the performance:

- generate ideas
- use research strategies and techniques as necessary
- do a process outline or plan
- create a draft of the "script"
- rehearse for peers and use/ incorporate feedback to refine the content, ideas, and sequence
- present the final, polished performance

#### Sample Creative Performances

- role play (e.g., talk show)
- dramatization
- mock trial
- computer simulation
- oral presentation (report, simulated newscast)

#### Multiple Intelligences

(H. Gardner)

- interpersonal
- intrapersonal
- logical-mathematical
- spatial
- linguistic
- bodily-kinesthetic
- musical
- naturalist

For more information, visit: <http://edweb.gsn.org/edref.mi.th.html>

#### Glossary

*Authentic to text read*—the creative extension is naturally suggested by the ideas and issues in the text

*Affinity groups*—students self-select their groups based on shared interests

## Create a Performance

A pit-girl from Halifax, England

“My father has been dead about a year; my mother is living and has ten children, five lads and five lasses; the oldest is about thirty, the youngest is four; three lasses go to mill; all the lads are colliers [coal miners]; one lives at home and does nothing; mother does nought but look after home.

I never go to day-school; I go to Sunday-school, but I cannot read or write; I go to pit [the mine tunnels] at five o'clock in the morning and come out at five in the evening; I get my breakfast of porridge and milk first; I take my dinner with me, a cake, and eat it as I go; I do not stop or rest any time for any purpose; I get nothing else until I get home, and then have potatoes and meat, not every day meat. I work in the clothes I have now got on, trousers and ragged jacket; the bald place upon my head is made by thrusting the corves [small wagons for carrying coal]\*; my legs have never swelled, but sisters' did when they went to mill.”

\* Children, because they were small, pulled coal wagons through the low mine tunnels. They crawled through dragging the wagon by its rope, which was positioned on their foreheads. Thus, the baldness.

From the first report of the commission on the employment of children, England, 1842.

*(Drama Structures: A Practical Handbook for Teachers, 1983.)*

## Extend Reading Knowledge: Create a Performance

**Dramatization:** One student takes the role of the pit-girl in the scene as she is giving her report to the commission on child labour conditions. Several other students can take turns interviewing her for further information in their roles as commissioners. Commissioners would represent various interests: mine owners, child welfare organizations, religious leaders, railway employers (who use coal to run the trains), etc. New information is added through interpretation of characters representing these various interests, and giving experiential reality to historical events.

**Role Play:** Several other people take on the roles of the girl's mother, sisters, and brothers, and give their own perspectives on conditions in the mills or as colliers, or provide insights into the complex relationships between colliers, their families, and their communities.

**Oral Presentation/Media:** Students can simulate a newscast or other media construction in which the news readers report on the conditions of child labourers in Victorian England (chimney sweeps, factory workers, trash and fuel collectors, etc.). Their “news” might take the form of an investigative report (like *W5*, *The Fifth Estate* or *60 Minutes*), or might simulate the current media trend to real-life documentary reporting.

## *Creative Thinking (Extend Reading Knowledge)*

### ***Participating in a Process***

Students can participate in a process to extend their reading knowledge, and to create new knowledge, based on what they have read.

#### **What the Teacher Does** ***Introduce***

For this extension, choose a text students have read that meets one or more of the following criteria:

- it has depth and is important to the program
- it represents important information
- it explores a significant issue

Explain to students that they will be using the information in the text to extend their understanding in creative ways.

#### ***Teach***

- Highlight the key ideas and information that must be addressed in students' work.
- Choose a creative extension (see sidebar) that is authentic to the text read, and requires students to demonstrate achievement of key expectations of the curriculum.
- Show/discuss examples of a process. Examine its characteristics and the sequence of steps. Students might do this in groups, or as a class.
- Make visual in some way the characteristics and steps in the process (wall chart, board notes, overhead).

#### ***Support***

- With students who need it, create a timetable/schedule clearly matching the steps in the process with deadlines.
- Allow the students to work together in small groups to generate ideas and make decisions collaboratively.
- Allow students time to rehearse the steps in the process for peers, and to incorporate feedback to improve the clarity and sequence of steps.

#### **What the Students Do** ***Apply***

##### **A. Same Text, Choice of Process**

If all students in the class are extending their understanding of the same text, they can be given the choice to participate in a different process, one which best matches the student's learning style or preferred "intelligence" (see sidebar.) Students can form affinity groups based on the type of process they want to participate in (e.g. a survey). They do their own research on the process, and create their own guidelines as to its characteristics and sequence. They then work through the process as outlined below.

##### **B. Same Text, Same Process**

Students plan and participate in the process:

- generate ideas, make decisions
- use research strategies and techniques as necessary to provide the ideas and content
- create a flowchart or plan for the procedure
- create a written draft of the content
- rehearse the steps for peers and use/ incorporate feedback to refine the content, ideas and sequence
- enact the steps (carry out the process.)

#### **Sample Creative Processes**

- conduct an interview
- create and conduct a survey
- conduct an experiment
- undertake research
- plan and lead a tour
- extrapolate implications from data

#### **Multiple Intelligences**

(H. Gardner)

- interpersonal
- intrapersonal
- logical-mathematical
- spatial
- linguistic
- bodily-kinesthetic
- musical
- naturalist

(For more information visit the following web site: <http://edweb.gsn.org/edref.mi.th.html>)

#### **Glossary**

*authentic to text read:*  
the creative extension is naturally suggested by the ideas and issues in the text.

*affinity groups:*  
students self-select their groups based on shared interests.

# Participating in a Process

## The Election Process

The election process is laid out in law. Federal elections go through the following stages:

*The call:* The governor general calls an election on the advice of the prime minister.

*The nominations:* Candidates (usually representing political parties) submit nominations and stand for election.

*The voters' list:* In every province, the chief electoral officer (appointed for life) prepares the voters' list that has the names of citizens who are eligible to vote. It is also his or her job to publicize how voters can get their names on the voters' list.

*The campaign:* The campaign usually lasts for 28 days. Political parties use this time to promote their platform (the things they say they will do if elected) to the voters. They use radio, newspaper, and television advertisements, leaflets, candidates' meetings, debates, appearances on television and radio shows, lawn signs, and visits to the homes of voters. Federal and provincial laws monitor the conduct of campaigns. These laws regulate the access to television time, the money spent by candidates and political parties, etc.

*The voters:* Citizens are informed of where they can vote and what to do if they think they might not be on the voters' list.

*The decision:* On the day of the elections, voters go to the polling stations to vote. Polling stations are located in schools and other public buildings. You may have seen these in your school. Each polling station has a deputy returning officer, who administers the voting, and a polling clerk, who records the names of voters. Our elections are based on one person, one vote. Eligible voters cast a vote for the candidate of their choice. Voters place their ballots (a list with the names of candidates) in a special box called ballot box. Their votes are secret. A voter's choice in an election remains secret unless the voter chooses to tell others about how he or she voted. Polling stations are open for 12 hours on election day.

*The count:* When the polls close, the ballot boxes are taken to a central location, and people called counters count the votes. Members of the different political parties, called scrutineers, are present to make sure the count is fair.

*The winner:* The candidate with the most votes (not necessarily a majority of the votes cast) is declared the winner. This candidate becomes the representative for the riding in Parliament.

(from *Civics Today*)

## Extend Reading Knowledge: Participate in an Election

Students plan, organize, and participate in a class election, allowing them the opportunity to apply and synthesize their knowledge of the election process. Students take on roles within the process, form political parties, hold nomination meetings, prepare a voters' list, conduct an election campaign, hold an all-candidates debate, conduct a vote, and declare a winner.

Other creative processes to involve students:

1. **Conduct an interview**, real or imagined, with a prominent person in the discipline (e.g., an imagined interview with Albert Einstein; a real interview with a community activist, an author, or political leader).
2. **Create and conduct a survey** of people's views on an issue pertaining to the course (e.g., students' views on arranged marriages [English – *Romeo and Juliet*; Family Studies]) or on their habits (e.g., hours of television they watch; percentage of fast food consumed in an average week).
3. **Conduct an experiment** to test the validity of theories and abstract concepts (e.g., most people will litter if they're not being watched).
4. **Undertake research** to challenge the prevailing understandings and beliefs in a discipline (e.g., add one's own knowledge to the field).
5. **Conduct a tour** of one's workplace, school, community, green spaces to apply knowledge and add one's own perspective to what one has read.

## Sample Creative Products

- model
- computer simulation
- game
- literary product: letter, diary, story, script
- informational text: report, essay, letter
- video production
- audio tape

## Multiple Intelligences (H. Gardner)

- interpersonal
- intrapersonal
- logical-mathematical
- spatial
- linguistic
- bodily-kinesthetic
- musical
- naturalist

(For more information visit: <http://edweb.gsn.org/>)

## Glossary

*authentic to text read* – the creative extension is naturally suggested by the ideas and issues in the text

*affinity groups* – students self-select their groups based on shared interests

## Creative Thinking (Extend Reading Knowledge)

### Creating a Product

Construct a product to extend reading knowledge, and to create new knowledge based on what one has read.

### What the Teacher Does

#### Introduce

For this extension, choose a text students have read that meets one or more of the following criteria:

- it has depth and is important to the program
- it represents important information
- it explores a significant issue

Explain to students that they will be using the information in the text to extend their understanding in creative ways.

#### Teach

- Highlight the key ideas and information that must be addressed in their work.
- Choose a creative extension (see sidebar) which is *authentic to the text read*, and requires students to demonstrate achievement of key expectations of the curriculum.
- Show students examples of the product and discuss its characteristics and qualities. They might do this in groups, or as a whole class.
- Make visual in some way the characteristics of the product discussed (wall chart, board notes, overhead).

#### Support

- With students who need it, create a timetable/schedule which outlines the process necessary to create the product, incorporating deadlines.
- Allow students to work together in small groups to generate ideas for the product.
- Allow students to work in a group to create one collaborative product.
- Allow students to give feedback to one another during revising and editing.

### What the Students Do

#### Apply

##### A. Same Text, Choice of Products

If all students in the class are extending their understanding of the same text, they can choose the product that best matches their learning styles or “intelligence” (see sidebar). Students can form affinity groups, based on the type of product they want to produce (e.g., a video). They do their own research on the form and create their own guidelines as to its characteristics and qualities. They then use a process, as outlined below, to produce the product.

##### B. Same Text, Same Product

Students use the following process to create the product:

- generate ideas
- use research strategies and techniques as necessary
- do a design/outline
- create a draft or first-pass production
- use/incorporate peer feedback to refine the content and ideas
- use/incorporate peer feedback to edit/ change aspects of the product
- create the final, polished product

## Creating a Product

### Solving Polynomial Equations: Expanding and Simplifying

The Johnson Machining Company has four large milling machines and three smaller ones. Each large machine costs \$65/h to operate, with a \$20 start-up labour cost. Each small machine costs \$40/h to operate, with a \$12 start-up labour cost. The company operates all seven machines at a daily charge of \$4676.

If the cost of operating one large machine is  $L$  dollars and the cost of operating one small machine is  $S$  dollars, then the equation for the total cost is  $4L + 3S = 4676$ .

For how many hours do the machines run each day?

(from *Nelson Mathematics 9*, p. 310)

## Extending Reading Knowledge: Create Products in Role

Imagine that you are C.E.O. of the newly created Johnson Machining Company.

- i) Based on the calculations you've made, decide how many workers you require to run your machining operation. Calculate whether it is more financially feasible to run a 24-hour operation, a 16-hour operation, or an 8-hour operation. Based on your decisions, **write a "Help Wanted" ad** for the local newspaper, specifying worker qualifications, number of workers to be hired, shift-work requirements (if any), salary and benefit considerations, and deadline for applications.
- ii) Since electricity is about to be deregulated in Ontario, you know that the cost of your operation will go up six months from now because of increased electricity prices. **Write a business plan** for your shareholders which gives a calculation of the increased costs per hour of work, and your recommendations for meeting this challenge.
- iii) **Create a plan for a Web site:** what it might contain to help you communicate with your shareholders, employees, and the public. Determine the cost benefits of using a Web site as compared to the costs of regular printing and advertising.

## Other Creative Extensions for Reading: Construct a Product

- **Make a model** that represents the result of following instructions or a procedure.
- **Create a concrete representation** of abstract concepts in a reading passage.
- **Create a computer simulation** to help the reader visualize a process, to demonstrate a procedure, to see the consequences of cause and effect from a reading passage.
- **Create a game** that explores the variety of possibilities, examples, scenarios, and possible outcomes of choices proposed by a reading text
- **Write in creative forms for a variety of purposes and possible audiences:** a journal which outlines the chronological process of discovery or invention; a letter to the editor to give and support an opinion on an issue; a research report to extend the facts in a text.
- **Produce a video or audio representation** of a reading text.
- **Create a Web site** incorporating information from the text and from research.
- **Design an advertisement** to describe or exemplify features and qualities.





*Writing*



## **Introduction to Writing**

As students progress through their years of schooling, the writing that they are required to produce becomes increasingly complex and varied. By their final years of high school, students are required to write, often on demand, a wide variety of informational and literary forms to represent their critical and creative understanding in their subject disciplines. They are required to communicate their understanding clearly and effectively to specific audiences and for specific purposes, choosing and using the most appropriate text form (print and/or electronic) to achieve that purpose.

Four writing forms have been identified by EQAO's Ontario Secondary School Literacy Test (Grade 10) as common to all subject areas. This underscores the need for secondary school teachers in all subject disciplines to define these forms of writing in consistent ways, and to teach these writing forms practically and in ways that are appropriate to the unique writing demands of each discipline.

The instructional strategies in this Writing section highlight the four major writing forms tested on the Literacy Test—the Summary, the Series of Paragraphs Expressing an Opinion, the News Report, and the Information Paragraph. Examples of “acceptable” writing for each of these four forms, some drawn from actual student samples from the first Literacy Test, October 2000, will help teachers to help students produce high-quality writing. The instructional strategies for writing aim to provide teachers with common definitions and common understandings of the four forms for effective and consistent teaching and improved student success on the Literacy Test.

In addition, other key forms of writing were identified as common to most subject areas—the Report, the Essay, Response Journal, and Magazine Articles. Definitions and practical teaching strategies and models are provided to help students understand and effectively produce these forms of writing.

## Definition

A summary is a short piece of writing that:

- restates the main idea
- includes supporting details of a reading selection
- summarizes in one or more sentences the information or events from a longer piece of writing
- sometimes includes the conclusions that may be drawn from these points
- can be one paragraph or several paragraphs in length

## Audience

The audience of a summary is often the writer who needs to remember particular information, or compile information and ideas to use for a report or essay. Other audiences include research partners, employers, politicians, and community groups.

## Purpose

The purpose of a summary is to record information in a concise format.

## Variations of Form

A summary may be used by itself as a brief review, but is often included as part of other writing forms. For example, a summary may be used as the closing paragraph of a report or an essay, or to summarize the findings in a science experiment. A résumé covering letter might have a summary of one's accomplishments or work experience.

This writing form is a common requirement in school subject areas such as geography, history, and science and technology.

# Writing a Summary

(a required writing form on the EQAO Grade 10 Test)

## What the Teacher Does

Establish the form, purpose, and audience for the summary.

- Identify the key features of an effective summary and create a summary framework.
- Provide students with several models of summaries and the text on which they are based.
- Have groups of students order the summaries from most effective to least effective, and provide reasons for their decisions.
- Have groups share and compare their decisions and reasons.
- Post the summary key features framework (see facing page).
- Discuss who reads summaries and what they will expect to learn from it.
- Discuss who writes summaries and identify the contexts for writing a summary.
- Determine possible purposes and audiences for summary writing.

Demonstrate a summary writing process.

- Skim the reading selection to get the overall meaning.
- Read the selection carefully, paying attention to keywords and phrases.
- Suggest that students read the selection at least twice, paying special attention to titles, headings, subheadings, words in boldface or italics, and the first sentence of each paragraph or section.
- List the key points without looking at the selection. Invite students to contribute key points.
- Have students turn to a partner and paraphrase what they have read.
- Model for students how to refer to the selection to clarify main ideas and related details to make sure that they have the overall meaning clearly in mind before beginning to write.
- Model for students how to write a summary of the major ideas, using your own words, except for those few words in the original that cannot be changed.
- Ask students the following questions: Could another person get the main idea of the selection by reading the summary? Have I clearly stated the main idea? Is it clear how the important details relate to the main idea? Are my sentences in the best order? Have I used my own words where possible?
- Use the students' feedback to revise the summary.
- Invite students to check the summary for punctuation and capitalization errors. Explain that this is editing your summary.

## Support

- Before the writing, help students create a graphic organizer that describes the structure and elements of a summary.
  - opening sentence is a clear restatement of the main idea of the selection
  - state each detail in one clear sentence
  - include only the essential information such as names, dates, times, places, events, and facts
  - arrange ideas in the most logical order
  - use a concluding sentence that ties all of your points together
- Work with the class to develop strategies for selecting the most effective and relevant information. For example: Ask yourself, "*What is the most important idea in the reading?*" Write a first sentence that states, in your own words, the main idea of the reading. Or ask yourself, "*What details are connected to the main idea?*" Add only the important details that are needed to explain the main idea.

## Glossary

*Well-constructed* – has a clear topic sentence, supporting sentences, and concluding sentence

*Summary* – a short piece of writing that paraphrases information or ideas

*Opening sentence* – usually the first sentence of a summary restating the main idea of the reading

*Supporting details* – information that increases the reader's understanding of the main idea

*Concluding sentence* – usually the last sentence in a summary, reminding the reader of the main idea

*purpose* – the reason for writing

*audience* – the reader

*topic* – a general idea or category of information

# Summary

After reading several reference excerpts about a particular topic (e.g., ecosystem), summarizing the content of the subtopics (e.g., saltwater systems) can help students remember the main ideas and details. The subtopic summaries might also provide the initial content for a research report.

opening sentence is a clear restatement of the main idea of the selections

includes supporting details from the selections

state each detail in one clear sentence

use a concluding sentence that ties all of your points together

Plants and animals have adapted to life under specific conditions in saltwater systems. The oceans have diverse conditions of light, moisture, and temperature that can only support certain life forms. For example, along the shores between high and low tides, the constantly changing conditions of swamps and marshes are home to specialized plants and grasses. These plants provide food for mollusks and small fish that are eaten by birds, snakes, and small animals.

The upper layers of the ocean where light penetrates are the most productive. Here, plankton and algae use light to make food (photosynthesis), grow, and reproduce. These are eaten by zooplankton such as crab larvae and water fleas, which are in turn eaten by small fish. The small fish provide a food source for larger fish, seals, seagulls, dolphins, and whales.

In the extreme pressure and darkness of the ocean floor, there are limited food sources. Many fish have huge mouths and expandable stomachs to accommodate infrequent feeding. They also have light-emitting organs for communication and attracting prey.

Other specialized ocean ecosystems include coral reefs, vents on the ocean floor, and rocky seabeds. Each ecosystem supports marine life that has adapted to the unique conditions of light, moisture, and temperature.

**TIPS**

“What is the most important idea in the selections?” “What details are connected to the main idea?”

Include only the essential information to help you remember the key ideas or concepts.

Arrange ideas in the most logical order, such as upper to lower ecosystems.

Summarizing information from charts, graphs and diagrams can help students see the relationships among ideas and concepts.

a topic sentence that clearly introduces the main idea

organizes the information and ideas from several graphic texts

Water covers 71% of the earth’s surface existing naturally in all three physical states. 2.8% of the world’s water is solid in the form of snow, glaciers, and polar ice caps. Only .001% is in its gaseous state as water vapour, fogs, and clouds. Although 97.8% of water is liquid, less than 1% is in the form of fresh liquid water. Fresh water in ponds, streams, rivers, and lakes contains low concentrations of dissolved salts. Oceans contain most of the world’s salt water, but it may also be found in swamps, marshes, lakes, and rivers that connect to the oceans. Salt water has a greater buoyancy and density, and more residue left after evaporation than fresh water does. All water is essential for life on earth.

supporting sentences that add details related to the main idea

a concluding sentence that reinforces or extends the main idea

## Definition

A paragraph is a writing form that

- focuses on one main idea
- uses information to support the main idea
- uses four structural elements to communicate clearly to a reader:
  - a topic sentence that clearly introduces the main idea to the reader
  - supporting sentences that add to the reader's understanding of the main idea
  - words that show the reader how sentences are linked (e.g., *however, in addition, for example, next, although, therefore*)
  - a concluding sentence that reminds the reader of the main idea and reinforces or extends it

## Audience

The audience of the information paragraph on the EQAO Grade 10 Test is "an adult." The tone of the paragraph should be formal, and appropriate diction and correct grammar, spelling, and punctuation should be used.

## Purpose

The purpose of the information paragraph on the EQAO Grade 10 Test is "to provide information."

## Variations of Form

For the purpose of the EQAO Grade 10 Test, it is recommended that students comply with the standard form of the information paragraph.

# Writing an Information Paragraph

(a required writing form on the EQAO Grade 10 Test)

## What the Teacher Does

(**Note:** On the EQAO Grade 10 test, students are given a topic, a purpose, an audience, and a list of information from which they are to select at least four details and write a well-constructed information paragraph. See the sample writing test on the EQAO web site <http://www.eqao.com>.)

Clarify the instructions for the task, and establish the topic, purpose, audience, and form of the information paragraph.

- Clarify the instructions for the information paragraph task on the EQAO Grade 10 Test.
- Identify the specific purpose of the information paragraph.
- Identify the specific audience of the information paragraph.
- Provide a model information paragraph and the information on which it is based.
- Review the essential elements of the information paragraph.
- Explain how the elements will address the purpose and intended audience.
- Provide a template or graphic organizer for an information paragraph.

Describe the steps in the development of a paragraph, based on supplied information, to comply with the format and requirements of the writing task on the EQAO Grade 10 Test.

- Read the list of information based on the topic.
- Use a highlighter to select at least four details in the list that refer to a common idea.
- Use the topic and the selected details to develop a main idea for the paragraph. The main idea must be one aspect of the topic.
- Develop a topic sentence for the paragraph that states the main idea so that the reader will understand it clearly.
- Use the selected details to develop several complete sentences to act as the "body" of the paragraph to help the reader understand the main idea.
- Develop a concluding sentence to remind the reader of the main idea and to reinforce it.
- Find words or phrases to use at the beginning of each of the supporting sentences and the closing sentence to help the reader relate them to the main idea.
- Reread the paragraph pretending to be the reader. Make changes in the words or sentences, and in the spelling, punctuation, and grammar to make sure that the reader understands the series of paragraphs clearly.

## Support

- Post or distribute model paragraphs based on supplied information, and checklists of the elements of a paragraph based on supplied information.
- Help students use a graphic organizer to develop a topic sentence.
- Work with the class to develop a checklist that will help students select the most effective and relevant information. At least four details must be incorporated into the paragraph.
- Help students to narrow a topic to one aspect based on the four or more details selected.
- Permit students to work together either on the whole project, or at least during the editing and proofreading phases.

## Glossary

*Well-constructed* – has a clear topic sentence, supporting sentences, and concluding sentence

*Information paragraph* – a paragraph that provides information on a topic

*Topic sentence* – usually the first sentence of a paragraph; it states the main idea of the paragraph

*Supporting details* – information that increases the reader's understanding of the main idea

*Concluding sentence* – usually the last sentence in a paragraph; it reminds the reader of the main idea and reinforces or extends it

*purpose* – the reason for writing

*audience* – the reader

*topic* – a general idea or category of information

## “Acceptable” Information Paragraph

<p>indentation at the beginning of the paragraph</p> <p>errors in agreement and punctuation do not hinder communication</p> <p>tone appropriate to provide information to an adult</p>	<p>On clear nights up north it is possible to see a natural phenomena in the sky. The Northern Lights attract tourists to the northern cities and towns because of it's beauty which has also been an inspiration for many artists. The higher north you go, the more concentrated the lights are. These same lights have given their name to various Canadian tourism sites. If you have a chance to go to one of these towns and watch them, it is well worth it.</p>	<p>topic sentence</p> <p>focus on one aspect of topic: natural phenomena</p> <p>uses four details from list</p> <p>conclusion</p>
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(from <eqaowritingsamples.pdf> available from <<http://www.eqao.com>>)

## “More Than Acceptable” Information Paragraph

<p>indentation at the beginning of the paragraph</p> <p>errors in punctuation and grammar do not hinder communication</p> <p>tone appropriate to provide information to an adult</p> <p>uses transitional words and phrases to link details</p>	<p>Known as “Nature’s fireworks”, Canada’s Northern Lights are a source of pride for many Canadians. So much so, that many of Canada’s tourism sights have taken the name. These light shows, which last from 10 to 20 minutes, are a great tourism attraction for northern cities and towns. Unfortunately, the lights are most concentrated near the North Pole, where there isn’t exactly a great influx of people. Only on clear nights are they visible to the southern reaches of Canada. While fascinating to all observers, the lights are a special source of inspiration for artists from Canada, and other northern countries, and those who come from abroad. Wherever you’re from, there’s no denying that the Northern Lights are more than just a light show, they are a dance in the sky.</p>	<p>topic sentence</p> <p>focus on one aspect of topic: nature's fireworks</p> <p>uses 11 details from list</p> <p>conclusion</p>
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(from <eqaowritingsamples.pdf> available from <<http://www.eqao.com>>)

## Definition

A news report is a writing form whose purpose is to give "news" (facts and details)

- about something that has happened, or
- an event that will happen in the near future

## Form

May be one paragraph or a series of short paragraphs that:

- has a headline that grabs the reader's attention

- in its introductory paragraph, gives a brief summary of the 5W's of the story: who or what the news report is about, what happened, when it happened, where it happened, and why or how it happened

- in subsequent paragraphs expands on the who, what, when, where, why/how by giving supporting details, facts, and quotations from witnesses or bystanders

- takes an objective point of view: the writer does not give his or her own opinion (does not use "I"), but may quote the opinions of others

- places the most important information in the early paragraphs, in case the reader doesn't read to the end

## Audience

The audience of the news report on the EQAO Grade 10 Test is "the readers of a newspaper," probably implying an adult audience. The tone should be formal, and appropriate diction and correct grammar, spelling, and punctuation should be used.

## Purpose

The purpose of the news report on the EQAO Grade 10 Test is "to report on an event."

## Variations of Form

Acceptable news reports from students on the October 2000 test use only one paragraph to report events. However, most real news reports express their information in more than one paragraph, especially when the story is of great interest and has complex connections to real events.

# Writing a News Report

(a required writing form on the EQAO Grade 10 Test)

## What the Teacher Does

(**Note:** On the EQAO Grade 10 Test, students are given a photograph and a headline, and are asked to construct a news report for a specific audience. They are instructed to make up the facts and information for the report. See the sample writing task on the EQAO Web site <http://www.eqao.com>.)

- Clarify the instructions for the task, emphasizing that this is a *fictional* news report: the ideas will come from the students' own imaginations.
- Review the form that news reports take (see sidebar), and on the chalkboard or overhead transparency, create a news report outline based on the structure of the news report form.
- On an adjacent chalkboard or transparency, create a chart and label five areas of the chart to correspond to the 5W's of the news report: *Who/What, What Happened, Where, When, Why/How*.
- Using the EQAO sample task (photograph and headline) from the October 2000 test administration, encourage students to:
  - examine the photograph and record questions that the photograph raises for them
  - brainstorm ideas for the news report using the 5W's of the chart as a guide.
- Using the ideas the class has generated and the outline created earlier, model the writing of a news report for the class.
- Ask the students to consider critically: does the news report give the 5W's of the story clearly? Are the ideas coherent? Does the news report answer the questions you generated about the photograph? Does the news report explain the headline?
- Put students into groups of three or four, and direct them to examine the samples of acceptable student writing of the news report from the October 2000 test. Ask them to identify the 5W's in each sample, to consider how the 5W's are ordered within the news report, the clarity of the writing, and its coherence.
- Ask students, individually or in partners, to write a "how-to" procedure for writing an acceptable news report based on the acceptable samples.
- Direct students to practise writing news reports about significant aspects of your subject. This might involve "writing in role" as the reporter of events that have historical or contemporary significance within the discipline.

## Support

- Conduct brainstorming sessions with the class to generate ideas for the news report, using a photograph and headline (to simulate the task on the Literacy Test).
- Give students the opportunity to support each other in pairs or small groups as they generate ideas for a news report.
- Give students many opportunities to write news reports in your discipline.
- Post prominently in the classroom the best examples of students' "how-to" procedures for writing a news report.
- Use actual newspaper reports on topics within your discipline to discuss not only their relevant ideas, but to reinforce understanding of the form.

## Glossary

- *fictional* – imagined, not factual, events
- *model* – the teacher writes a piece for the students, while voicing aloud his or her thoughts so that students can see the decisions a writer makes while writing
- *coherence* – the ideas of the piece flow together and make sense as a whole
- *how-to/procedure* – a step-by-step description of a process
- *writing in role* – the writer reports the story from the perspective of being someone else (e.g., an eyewitness observer in history)



# News Report

**TORONTO DAILY MAIL**

October 9, 1908

headline gives  
the main idea of  
the report

## **Actor's coffin finds its way home nine years after death**

(CHARLOTTETOWN, PRINCE EDWARD ISLAND) Nine years after the death of the famous Canadian actor, Charles Coghlan returned on the waves in his coffin to his native Prince Edward Island.

Who

A barnacle-covered, water-logged box was discovered early yesterday morning by fishermen in the Gulf of St. Lawrence just off the north coast of Prince Edward Island. When they opened the box, they saw that it was a coffin with the body of a middle-aged man inside. A silver plate in the coffin gave the name of Charles Coghlan, and the date of his death: November 27, 1899.

The fishermen believed that they knew the deceased, who was born nearby and, until his death, had a summer home in a nearby village. They immediately contacted the local authorities.

The authorities confirmed that the body that the fishermen had found was that of famous Canadian actor Charles Coghlan, who had died nine years earlier and had been buried in a cemetery thousands of miles away in Galveston, Texas.

Puzzled, the local authorities telegraphed the police in Galveston, Texas. They learned that on September 8, 1900, one year after Mr. Coghlan's burial, a huge hurricane had struck Galveston, Texas. Six thousand people died and there was much damage to property. Apparently, the huge storm had turned the city's cemeteries into rivers. Coffins were washed into the Gulf of Mexico and out to sea.

Why/How

It is believed that the coffin carrying Mr. Coghlan's body was caught by the West Indian Current and carried east to the Gulf Stream. Then the Gulf Stream probably took Mr. Coghlan's coffin northward at a rate of about seventy miles a day. The coffin drifted as far north as Newfoundland before it was blown toward Prince Edward Island by a storm.

Mr. David Martin, a spokesman for Mr. Coghlan's family, said that the family intends to hold a second funeral for Mr. Coghlan to bury him in the cemetery of the local village. "It is obvious that Charles Coghlan's soul could not rest until his body reached his native soil," Mr. Martin said.

background  
information not  
necessary to the  
report, but adds  
detail

Charles Francis Coghlan was born on Prince Edward Island in 1841. His talents as an actor took him to London, England, in 1860, where he became a famous Shakespearean actor. He was appearing in a play in Galveston, Texas, in November 1899, where he died, and was buried there until the force of a hurricane took his body home to its final resting place.

What happened

When

Where

direct  
quotations  
from involved  
parties

(from Grade 9 English Unit *Mystery and the Unexplained*,  
Toronto District School Board)

## Definition

A series of paragraphs expressing an opinion is a writing form that

- focuses on one opinion about a topic
- uses different kinds of information to support the main idea (e.g., facts, examples, statistics, definitions)
- builds upon the structural elements of the paragraph writing form
- uses four structural elements to communicate clearly:

1. an introductory paragraph that clearly states the opinion and previews the key points
2. one or more paragraphs that each focuses on a key point and has details that support the opinion
3. words that link the sentences both inside a paragraph and between/among paragraphs (e.g., however, in addition, for example, next, although, therefore)
4. a concluding paragraph that summarizes the opinion

## Audience

As the audience is “an adult,” use a formal tone and appropriate diction and correct grammar, spelling, and punctuation. Refrain from making offensive or inappropriate remarks.

## Purpose

The purpose of the series of paragraphs on the EQAO Grade 10 test is “to express an opinion.”

## Variations of Form

2-3-1 refers to a way of structuring the key supporting points. Use the second-strongest key point first, then the least-strongest key point, and last, use the strongest key point. In general, begin and end with strong points.

# *Writing a Series of Paragraphs Expressing an Opinion*

(a required writing form on the EQAO Grade 10 Test)

## What the Teacher Does

Analyze a model:

- Identify the purpose (to express an opinion) and audience (an adult) for the series of paragraphs.
- Provide a model series of paragraphs.
- Identify the opinion expressed in the introductory paragraph.
- Identify details used to support the opinion in the body paragraph(s).
- Identify the conclusion or summary of the opinion in the final paragraph.
- Identify connecting words used to link paragraphs.

Describe the steps in the production of a series of paragraphs expressing an opinion:

- Think about the topic or issue. Create a two-column chart to record the pros and cons.
- Use the information in the chart to formulate an opinion.
- Brainstorm supporting details (e.g., facts, examples, statistics, definitions, quotations, reasons) that might be used to express the opinion to the reader.
- Cluster the supporting details to form subpoints related to the opinion.
- Use each subpoint to frame the topic sentence of each of the body paragraphs.
- Write the introductory paragraph, stating the opinion clearly and previewing the subpoints.
- Write each of the “body” paragraphs, with a clear topic sentence, supporting sentences with enough information, connecting words, and a closing sentence.
- Develop a final paragraph that concludes by restating the opinion and reminding the reader of the key reasons that it should be accepted.
- Find words or phrases to use at the beginning and/or end of each paragraph to help the reader relate the subpoints to the main opinion.
- Reread the paragraph pretending to be the reader. What changes are needed in the words or sentences and in the spelling, punctuation, and grammar to make sure that the reader understands the series of paragraphs clearly?

## Support

Course Work:

- Before they write in class, have students use small-group discussion, debating, or role-playing to generate ideas about the topic or issue.
- Use a passage from the textbook to illustrate how diction, complete sentences, and correct spelling, grammar, and punctuation are used to create a formal tone. Translate the passage into informal or non-standard English by using slang, incomplete sentences, contractions, double negatives, etc. Compare the versions and have students determine which one is more appropriate for the purpose and audience.
- Permit students to work together either on the whole assignment, or at least during the editing and proofreading stages.
- Provide a checklist of key elements for students to use to check their writing.

EQAO Test:

- Encourage students to use the “Rough Notes” space in the test booklet to plan their writing.
- Stress that students must write in complete sentences.
- Stress that paragraphs must be more than one sentence long.
- Stress that students must identify paragraph divisions by indenting or by leaving a blank line between paragraphs.
- Stress that students should write enough to fill the lined pages provided for the task in the test booklet.

## “Acceptable” Series of Paragraphs Expressing an Opinion

<p>indentation at the beginning of the paragraph</p>	<p>Today’s teenagers are not as “physically fit” as they should be. I believe this for various reasons. One example of this may be that teenagers are concerned about their weight, but they still do not do a lot of physical activity. This point is true because many teenagers lose weight by going on diets, and in many cases they may stop eating. This does not include doing any activities, that will help you to lose weight the healthy way.</p>	<p>clear main idea/ opinion</p> <p>introductory paragraph gives first supporting detail</p> <p>punctuation error does not interfere with communication</p>
<p>space between paragraphs</p> <p>tone appropriate to express an opinion to an adult</p>	<p>I also believe that teenagers are not as physically fit as they should be because many teenagers spend a lot of time at home watching television, and doing many other low-level physical activities. I feel this way because not as many teenagers are out joining clubs, and sport teams, or activities. Although there are also many teenagers who do join and play on teams, there could be more.</p>	<p>body paragraph gives second supporting detail</p> <p>concluding paragraph</p>
<p>connecting word links paragraphs</p>	<p>Lastly, I would like to conclude by saying that in today’s world, teenagers could afford to be more physically fit. Many teenagers could do this by joining and playing on sports teams, or clubs, which they are interested in doing, and by losing weight the healthy way.</p>	<p>awkward phrasing does not interfere with communication</p>

(from <eqaowritingsamples.pdf> available from <http://www.eqao.com>)

## Definition

A report is a presentation of factual information. The report is written in paragraph form, and uses headings and subheadings to organize paragraphs. Reports may include graphics and illustrations to add information for the reader. It might describe a process, provide research methods, implications, and conclusions.

## Audience:

Audiences vary according to the purpose(s) of the report. Most audiences are adults. Some are stakeholders (people who stand to gain or lose something based on the results of the report). The characteristics of the audience will define the characteristics of the level of language used in the report: informal or formal.

## Purpose

Reports might have one or several purposes. They might provide a basis for decision making, such as implementing stronger conservation laws. They might provide a basis for action, such as shifting investment money or a political vote. They might provide a basis for further research, suggesting new questions.

## Variations on Form

Common organizational patterns:

- pros and cons
  - cause and effect
  - chronological
  - compare and contrast
  - problem/solution
- (see more patterns on pg. 54)

# Writing a Report

## What the Teacher Does

Establish the form, purpose, and audience for the report.

- Provide one or more model reports or a report template (alternative structures might be presented in the modelled reports).
- Review and identify the essential organizational structures and parts of the report. (Research reports might be organized around a hypothesis; informational reports might focus on answering one or more key questions).
- Explain how the parts will address the needs of purpose and audience.

Describe the steps in the production of a report.

- Identify the purpose and audience for the report.
- Consider possible ways for organizing the subtopics for the report (see Variations on Form in the sidebar), examining the benefits and weaknesses of each.
- Plan the structure of the report (title page, table of contents, introduction, subheadings in the body of the report, illustrations, conclusions, bibliography, etc.). Create an outline with headings to organize your data.
- Research the subject of the report (includes brainstorming search terms, accessing sources of information, evaluating information found, processing the information to extract appropriate ideas, logging citations for the bibliography).
- Extract the appropriate information from the research material, using your outline to record and categorize information.
- Write a first draft of the report, using your completed outline. Remember your audience and purpose as you write the draft.
- Revise your draft with these questions in mind: *Have I achieved my purpose? Have I included the most important and relevant information? Are the subtopics organized in a coherent and logical way? Have I used language appropriate for my audience?*
- Establish the style of the report: page layouts; heading style; and page, section, and chapter numbering conventions. Select and integrate graphics (charts, graphs, illustrations) that will make the report more informative and easier to understand.
- Edit the report for 1) appropriateness (structure, level of language, effective use of graphic elements) and 2) technical correctness (spelling, vocabulary, grammar).

## Support

- Post or distribute model reports and checklists of report elements.
- Before the writing, help students create a graphic organizer that describes the structure and elements in the report.
- Work with the class to develop a checklist that will help students select the most effective and relevant information from their research.
- Partner with the teacher-librarian to help students learn effective research strategies.
- Consult the *Student Research Guide*, Toronto District School Board, 2001.

## Glossary

Possible organizational patterns for reports:

- *Chronological* – presenting items in the order in which they occurred in time
- *Comparative* – presenting similarities and differences
- *Climactic* – presenting items from least to most important so as to finish with the most powerful
- *Pro-con* – presenting arguments in favour, and arguments against
- *Problem-solution* – stating a problem to be solved, and exploring possible solutions

# Report

## Glaciers

### Introduction : What Are Glaciers?

Glaciers are huge ice sheets many miles thick. There are two different kinds: valley glaciers, which exist in mountain ranges of the world such as the Rocky Mountains, and continental glaciers, huge ice sheets that cover land masses in the world's coldest regions, like Antarctica and Greenland.

### Glaciers: The Historical Period

The glaciers that exist today are remnants of the world's last Ice Age. Because of changes in the earth's climate some 30 000 years ago, much of North America, northern Europe and Asia was covered by huge sheets of ice.

The huge glaciers formed when the climate got colder. For thousands of years, more snow fell than melted. As the snow got heavier and heavier, the lowest layers of snow turned to ice.

As the ice got thicker, it got heavier and moved further south. The ice sheet that covered Toronto at the height of the ice age was more than three CN Towers high.

Ten thousand years ago the climate warmed up, and the ice sheets retreated. But their movement south and their melting caused the land they covered to change.

### How do Glaciers Move?

The leading edge of the glacier is called the ice front. As the ice gets heavier and heavier, a thin layer of ice at its base melts. The melting reduces friction and causes the glacier to move. As the glacier moves, it traps rocks and boulders in its icy base. The boulders and rocks scrape the earth as it moves, gouging the earth and moving soil in front of it.

### Glaciers' Effect on the Land

The grinding and scraping of the ice sheets created huge gouges in the earth. They moved soil, and when the ice melted they deposited the soil in mounds called *glacial till*. Larger mounds are called *drumlins*.

The ice sheets also left large deposits of gravel, called *moraines*. The Oak Ridges Moraine north of Toronto is an example of a huge gravel deposit left there by the retreating ice sheets.

As the glaciers melted, huge volumes of water were released and formed rivers called *spillways*. If you've ever wondered why the Humber and Don River Valleys are so wide, it's because these were giant spillways for the glaciers. To contain the huge volume of water melting from the glaciers, the Great Lakes were much larger than they are today. The northern shore of Lake Ontario back then was located where St. Clair Avenue is today. Geographers call this larger Lake Ontario Lake Iroquois.

### Glaciers Today

All that's left of the ice sheets of the last ice age are valley and continental glaciers. Valley glaciers like the Columbia Ice Fields exist high up in mountainous regions where it's too cold to melt the snow. We can see that these glaciers once covered the whole region because the ice changed the normal v-shaped mountain valleys into u-shapes.

There are still two continental glaciers left: one in Greenland, and one in Antarctica.

### The Future of Glaciers

There are many people who say that there will never be another Ice Age because of global warming caused by the greenhouse effect. But some scientists say that global warming can actually cause another Ice Age by changing the direction of ocean currents that warm the land.

One thing everyone agrees on is that right now, the glaciers are melting, especially in Antarctica. This is probably caused by global warming. The effects of this melting may be catastrophic, and will most certainly change the earth's climate and change patterns of settlement of large percentages of our population.

### Conclusion

As glaciers from the last Ice Age retreated, they changed the face of the land that we call Canada. Climate warmed, and made life as we know it possible. As glaciers continue to retreat and melt, the earth will continue to change. We can only hope that the changes are slow enough to allow human beings to adapt and survive.

Subheadings are used to organize ideas and details. They usually give the main idea of each part of the report in their titles.

Subheadings 2, 5, and 6 organize information *chronologically*: Historical Period, Glaciers Today, The Future of Glaciers

Subheadings 2, 3, and 4 organize ideas by cause and effect: (Historical Period *tells how glaciers formed*, and 4 *shows glaciers' effect on the Land*)

Introductions often define terms, explain the importance of the topic, expand on the topic, pose interesting questions or place the topic in context.

The first subtopic usually gives historical background, explains terms or definitions, or explains causes.

Terms or definitions are sometimes formatted in *italic* or **bold** print.

Each subtopic develops its main idea in paragraphs.

Conclusions usually summarize the main ideas of the report.

## Definition

Essay (from the French, *essai*) literally means to attempt to explain, persuade, explore, and/or describe an event, concept, or issue.

The essay form is a series of paragraphs, containing:

- an introductory paragraph, which includes the thesis (stating what is to be proved or explained in the essay)
- body paragraphs, in which the thesis is supported or explained
- a concluding paragraph

The ideas in an essay (as in the order of the body paragraphs) may be organized in a variety of ways, depending upon the writer's purpose.

## Audience

The intended audience influences the form and style of the essay. Formal essays, for academic or legal audiences, are highly stylized, containing formal language and no contractions. Informal essays, for casual readers, contain personal opinions and informal language, including contractions, slang, and sentence fragments. Personal essays might include extended anecdotal descriptions.

## Purpose

Purposes may be to inform, to entertain, to persuade, or a combination of these. The purpose will influence the essay's length, level of language (formal, informal), and structure.

## Variations of Form

Personal  
Literary  
Descriptive  
Research  
Definition Classification  
Compare and Contrast  
Pro-Con

# Writing an Essay

## What the Teacher Does

Establish the form, purpose, and audience for the essay.

- Discuss who will read the essay and what they will expect to learn from it.
- Determine the purpose the essay will serve.
- Decide the organization of ideas that will best suit the purpose and audience.
- Provide a model essay or an essay template.
- Review and identify the essential parts of the essay.
- Explain how the parts will address the needs of purpose and audience.

Describe the steps in the production of an essay.

- Identify the purpose of the essay and its audience.
- Choose an organizational pattern for the body of the essay that matches the essay's purpose.
- Create an outline to guide the research, including subtopics that will be explored in the body paragraphs.
- Research the subject of the essay (includes brainstorming search terms, accessing sources of information, evaluating information found, processing the information to extract appropriate ideas, logging citations for bibliography).
- Extract the appropriate information from the research material, using the outline to record key information.
- Write a draft of the essay following the outline. Turn the heading you used in the outline into a main idea for your topic sentence for each paragraph (headings do not appear in essays).
- Keep the audience and purpose in mind to help you use appropriate language and style.
- Revise your draft to ensure that you've achieved your purpose: if the purpose is to persuade, be certain that your reasons are clearly stated and that sufficient support is given.
- Edit the essay for: 1) appropriateness (structure, level of language, effective use of examples), 2) coherence (logical flow of ideas, transitions between ideas), and 3) technical correctness (spelling, vocabulary, grammar).
- Model for the class how to write an introduction and a conclusion for an essay.

## Support

- Post or distribute model essays and checklists of essay elements.
- Before the writing, help students create a graphic organizer that describes the structure and elements in the essay.
- Work with the class to develop a checklist that will help students select the most effective and relevant information from their research.
- Partner with the teacher-librarian to help students learn effective research strategies.
- Consult the *Student Research Guide*, Toronto District School Board, 2001.

## Glossary

The parts and purposes of essays can be explained, using some of the following terms:

*Argue* — Persuade by showing evidence.

*Comment on* — offer opinions and compare them.

*Compare* — Identify similarities.

*Contrast* — Identify differences.

*Criticize* — Analyze and make a judgment.

*Define* — provide a short, unambiguous explanation of the meaning of a term, a concept, or a word.

*Describe* — Give an overview and make it as clear as possible.

*Discuss* — Argue the merits of different points of view about something.

*Evaluate* — Come to a conclusion after analyzing the evidence.

*Explain* — Answer "how?", "why?" and/or "where?"

*Illustrate* — Give clear examples.

*Interpret* — Make sense of it.

*Justify* — Give evidence for.

*Outline* — Give an overview.

*Prove* — Support.

*Relate* — Show how things are connected.

# Essay

Obesity  
Audience: Health Minister

Human lifestyles have changed drastically in the past century. Our way of living has been transformed from a strenuous farming lifestyle to a present day reality of having a more sedentary lifestyle in our technologically advanced world. People used to be out from dawn till dusk performing labourous tasks such as chopping wood, ploughing the fields and harvesting crops. It was the way they made a living. However, now people are becoming hugely involved with technology and they are sitting more and being less active. This change in the way humans live has resulted in various dilemmas. One of the problems that has resulted from inactive lifestyles is the increase in obesity. If it continues to escalate we may be faced with very unhealthy future generations.

Obesity is caused when you take in more energy from food than you exert. Since most people aren't physically active in their jobs as they once were (i.e., farming, fishing, and lumbering), they aren't burning off the fat intake that they should be. Their bodies keep storing this fat. The normal amount of fat stored in women is 25% and in men 15% (Microsoft, Encarta '95). When your body fat begins to exceed these percents you are becoming obese. Being overweight can result in various health risks. These include, diabetes, arthritis, cardiovascular difficulties and gallbladder disease. Many obese people may suffer from these diseases in the future if they continue to eat in an unhealthy fashion. They eat more than they need and often eat many meals from fast food outlets. In fact, it may be the reason why about 31% of Canadian adults are overweight (<http://www.hwcweb.hwc.ca>, (1995). The reason fast food chains are so popular is because they present an easy alternative to preparing your own meals at home. They seem to make your life easier, yet in the long run you are actually hurting your body by consuming high levels of cholesterol and other chemical additives.

Child obesity is also a very big concern for many. It is proven that 1 out of 4 children is overweight (<http://www.kidsweight.com>) In fact, studies have shown that from 1965–1985, child obesity had escalated 54% from ages 6-11 and 39% from ages 12-17. (<http://www.kidsweight.com>). One large contributor to the increase in child obesity is technology. Now kids would rather be glued to their computers and television sets instead of enjoying the fresh air and being active. Some children spend over 24 hours a week watching t.v. (<http://www.kidsweight.com>). This decrease in physical activity can result in cardiovascular difficulties and many other diseases. It may also affect a child emotionally if they are overweight because they might have a low self-image.

I think that there are a plethora of solutions which can prevent future generations from having huge health problems. Since people view so much television, we can promote healthy lifestyles using television commercials. They could inform people about the benefits of eating right and exercising. We can also send out flyers and pamphlets educating people about good nutrition and health risks of obesity. We may also find success in initiating programmes in schools which educate the younger population on being healthy and living a long, hearty life. Another area we could improve on in schools are the cafeterias. I have noticed as a student, that most of the food in my school's cafeteria is very unwholesome. There are numerous "fast food" type meals so perhaps we should offer healthier choices, since I know many students eat lunch from the cafeteria almost everyday! I think these suggestions would launch a whole new perspective on lifestyles for all ages.

I feel that people should enjoy exercising and taking care of their bodies! We as a community will have less health problems and we will find that we enjoy life much more. Many may also find themselves having a heightened self-image and an increase in self-esteem. Changing one's lifestyle and making healthy choices may be difficult at first, but the rewards are lasting.

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(from Ontario Exemplars – Grade 9)

This is a list of examples of the health hazards faced by obese children of the future.

"Also" is a word that connects the paragraphs together.

Here is a supporting Internet citation for this fact.

Here is a cause-and-effect statement connecting inactivity and obesity.

"Changing one's lifestyle" is a general reference to watching less and exercising more.

"Changed" and "transformed" signal that the essay is about evolving lifestyles.

The threat of increasing obesity is the thesis of the essay.

More thesis support: "Technology" is a new contributor to childhood obesity.

In this sentence, the essay shifts from problem to possible solutions.

This essay would be stronger if its conclusion repeated the idea that increasing obesity is a major problem.

## Definition

A journal entry is a writing form that

- employs point-form or more elaborate commentary
- relates information and responds to/reflects on its purpose, meaning

In the double-entry journal students:

- record summary information about the reading or activity in the left column
- respond to and/or reflect on the reading/activity in the right column

## Audience

The audience of the journal entry is the writer, the teacher, and sometimes one's peers. The tone of the entries is informal.

## Purpose

- to summarize reading/activity
- to deepen understanding by consider the purpose, meaning, importance of the reading/activity

## Variations of Form

- Dialogic: two-way journal entries with a reading partner, teacher, Internet buddy, etc.
- Diary: dated daily reflections, recording dreams, ideas, doodles, graffiti, and clippings of interest. Useful for generating ideas for projects and creative products.

# Writing a Response Journal

## What the Teacher Does

Clarify the instructions for the task, and establish the topic, purpose, audience, and form of the journal.

- Ask students to define “relate,” “retell,” “react,” and “reflect.”
- Show the models on the facing page and discuss the difference between retell/summarize and respond/reflect.
- Use a brief text passage to model a think-aloud with students: on an overhead transparency, write a point-form summary, a brief reaction, and a longer reflection on the text.
- Instruct students to draw a line down the middle of a sheet of paper lengthwise.
- Students label the first column Retell/Relate; they label the second column Respond/Reflect.
- Show a new passage on an overhead.
- Choose a volunteer to read it aloud.
- Choose a second volunteer to retell what was in the passage.
- Have students write a point-form retelling or summary in the left column.
- Choose a third volunteer to respond/react to the passage's content.
- Choose a fourth volunteer to reflect on the passage's content: note that showing thoughtful engagement with material requires longer, more elaborate responses.
- Have students write their own responses and reflections in the right column.
- In pairs, students share their written responses and reflections; they identify a reaction and a reflection. Their partners should ask questions to stimulate further writing.

## Support

- Post or distribute model journal entries.
- Explain when it is appropriate for students to write lengthier reflections to show understanding.
- Encourage peers to share these and interview each other about their reflections.

*Questions to encourage making connections between content and self:*

- To what extent do I agree with what I've read? Why?
- How did this reading/activity make me feel?
- What did I like/dislike about it?
- How is what is related/described similar to/different from what I know or have experienced?

*Questions to encourage making connections between content and other texts, people, or knowledge:*

- Who else do I know who thinks/acts this way?
- Why is this important/what are its consequences socially/historically/in this academic discipline?
- Who is the audience?
- What biases do I detect?
- How does this build on prior knowledge/information/experience?
- How do the text's components work together? What have I learned from this reading/experience/information/activity?

## Glossary

*audience* – the reader

*reaction* – response based on an immediate emotional reaction

*reflection* – response based on a thoughtful review of what was read or done; requires one to pose questions, express opinions, disagree with the text, or draw conclusions. Also requires one to link the reading/activity with personal experiences



# Response Journal

## English Journal Sample

Relate	Respond/Reflect	
<p>The article, <i>When Machines Think</i>, by Ray Kurzweil, explained how computers would soon become powerful enough to learn how to think. This will allow them to regulate our lives. Neural implants will be able to regulate some diseases, but also allow us to have virtual experiences.</p>	<ul style="list-style-type: none"> <li>Initial reaction: I was frightened about the idea that everyone might eventually depend on implants for virtual experience—with simulated people no less! Implants could make us all into robots. That's not living!</li> <li>If our brains can all be hooked into the Web will some government insist that this happen? The idea makes me furious!</li> <li>Reflections: My granddad's pacemaker regulates his heart, so implants are not something entirely new. As with every new invention, implants can be beneficial or destructive.</li> <li>The social implications of neural transplants are that more people—at least in wealthy industrial countries—can live longer. This seems good but what happens with this population growth? Also, will neural implants be available to people everywhere or will they be like AIDS medicine which is most readily available to people in western countries?</li> <li>This article reminds me of a sci-fi novel I read, <i>Mockingbird</i>, in which robots did all the work and humans lost all their aspirations and killed or drugged themselves in despair. But at what point does interference with nature in order to save us begin instead to oppress us? This is where all my reflections on this article are leading. I think I have a potential essay topic.</li> <li>I needed to use these reading strategies for this article: <ul style="list-style-type: none"> <li>—access prior knowledge about computers and implants (most of my implant knowledge comes from my granddad or the <i>X-Files</i>!)</li> <li>—reread unfamiliar words in context</li> <li>—use chunking and topic sentences to remind myself of the main points</li> </ul> </li> </ul>	<p>relates information, concisely summarizes reading</p> <p>reacts to specific concern found in reading</p> <p>reflects on reading: reflections are generally longer than reactions</p> <p>connects reading to personal knowledge and to other texts</p> <p>considers social implications of material</p> <p>reflections help to find a writing topic and purpose</p> <p>notes own learning skills in relation to reading</p>

## Art Journal Sample: Printmaking Component

Print #1 (flower)	The reason why I didn't pick this print as my best copy is because the paper stuck to the printing plate and tore slightly on the other side, weakening the paper. Also, it didn't imprint very well; you can hardly see it.	reactions/reflections
Print #3 (flower)	I decided not to choose this print because I didn't apply enough ink. Also, there are fingerprints on the flower.	gives specific reasons for choices
Print #6 (griffin)	This is one of my good copy prints. Although there are a few smudges, the lines came out much more sharply than my other print on coloured paper (p. 7). The lines on the griffin, especially the wings, came out very well.	recognizes technical concerns
Print #7 (griffin)	This is my best print. Its lines were the sharpest and so were its colours. I really liked magenta and orange, so I mixed these together in the middle and they made red. Firey colours suit the griffin, a fighty creature. By the way, the griffin is pondering—I'm not sure what.	comments imply learning: figures out how to keep paper from sticking and deals with smudges, reflects very briefly on learning skills

- Both entries use an informal tone (contractions, short sentences, point-form commentary).
- Both relate information and reflect on its purpose and meaning.

## Definition

A feature magazine article includes these components:

- lead (a human-interest opening to involve the reader)
- body (components or modules, connected by transitional words or by subtitles)
- conclusion (often another anecdote or questions)
- the thesis might appear anywhere in the article or be implicit

Characteristics of the feature article:

- interprets events and presents authorial points of view; is often written in the first person
- generally begins with a human interest anecdote to “hook” the reader’s attention
- relies primarily on interviews with field “experts,” and on anecdotes, and to a lesser extent on statistics and reports, for research and support;
- tends to use catchy titles and subheadings
- takes a specific slant on the subject, dependent on audience and magazine
- tends to use pictures and captions related to the subject of exploration

## Audience

- Depends on the specific demographic group on which the magazine focuses and is often highly specific (e.g., 20- to 40-year-old middle-income Torontonians)
- The tone of the article varies with the audience. All require audience-appropriate diction. Correct grammar, spelling, and punctuation should be used.

## Purpose

- to entertain and to inform readers, in some depth, about current events or phenomena

# Writing a Feature Article (Magazines)

## What the Teacher Does

Ensure that students peruse feature articles in a wide variety of magazines to clarify how writers establish a topic, generate research questions, develop a main idea, use supporting details, establish a tone, and write to a specific audience.

Guide students through the following steps to writing the article:

1. Develop a research plan.
  - Select a subject of interest.
  - Generate questions about it.
  - Consult with the teacher-librarian for access to articles on the chosen subject.
  - Take notes from these, Internet sites and current books on the subject.
  - Keep a bibliography to use when citing supporting information.
  - Research and organize material into “modules.”
  - Find and interview an expert/authority on the subject.
  - Try to do some first-hand research (experiment with the product being described, do the activity, etc.).
2. Decide on a magazine, audience and slant.
  - Consult *The Writers’ Market* to become familiar with the 4000 available North American periodicals and their audiences.
  - Read sample magazine articles from two or three different consumer magazines to detect audience focus, reading level (sentence length, paragraph length, vocabulary level, number of statistics, and quotations to support opinion), and slant.
  - Decide on a specific slant appropriate to the audience and magazine (see sample, facing page).
3. Write the first draft.
  - Write the body in modules.
  - Experiment with ways to organize these modules to support the selected slant.
  - Integrate anecdotes, and cite facts, statistics, and quotations from “expert(s).”
  - Write an effective lead (anecdote about the subject).
  - Write the conclusion.
4. Edit and revise.
  - Review organization, style, use of language, grammar.
  - Decide how the modules will link (with transitional words and phrases, subheadings, or both.)
  - Find graphics or pictures to enhance the text and devise captions for these.
  - Use a desktop-publishing program or word-processing program to create an effective layout.

## Support

- Use sample article (left) to help students attend to highlights of form and content.
- Ensure students have ample time to work on each component of the article.
- Before writing, help students create a graphic organizer that describes the structure and elements of the article.
- Work with the class to develop a checklist that will help students ensure they have addressed all criteria for the article.
- Help students to narrow a topic through considering a slant.

## Glossary

*anecdote* – a brief human-interest narrative

*audience* – the reader

*module* – a self-contained section of a text, dealing with a discrete component of a larger topic

*slant* – a personal point of view or opinion; bias

# Feature Article (Magazines)

## General Research Questions About Nail Colour

- Why does it chip?
- Which is the least chippable/longest lasting?
- How many colours does it come in?
- How cheap/expensive?
- What's in it?
- How toxic is it?
- What happens when you pour it down the sink?
- How long have people been wearing it?
- What happens to habitual nail polish users?

## Modules

- its history
- growth of industry and marketing
- ingredients to make it creamier, shinier, more durable
- medical hazards: what are they?

Who might one interview for an article on "nail polish"?

## All That Glitters

It began innocently enough one dull summer day. I'd gone into a downtown drug store to get some Band-Aids. Somehow I got waylaid in a cosmetics aisle and the rainbow display of nail colours caught my eye. Brilliantly hued, poetically named potions of "Siren Red," "Persimmon," and gold-green "Poison." Like I said, it was a dull day, and out of curiosity I decided to count how many different polishes were displayed. Only 236. Prices? Anywhere from \$1.59 to \$9.95 for what couldn't be more than a couple ounces. I couldn't tell why one should cost more than another of the same size and shade of purple, so I peered closely at the ingredients. Wow! My mother always said that if you can't pronounce what's in your muffin mix you probably shouldn't eat it. I wondered if you should wear it either. I looked again at "Poison" and wondered for the first time what it really was that people were painting on to that thin layer of nail attached to their highly absorbent skin.

Colour me a thousand ways!

People have been colouring their nails for thousands of years, using ochre and henna to stain them... goodly biodegradable products. But it wasn't until the 1940s with Hollywood glamour that cosmetics in general and nail polish became an industry. And what an industry! First there's the polish—in sixty seven hundred colours including Pearls N' Pink, Hawaiian Lilac, Pewter, Iced Spice, Burgundy Sparkles, Tire Tread Teal, Cotton Candy, Reve Dream, Express, Tibet, Horizon, Bellini, Mint, Opal, or Blue Lagoon.

You can get it to look cracked, metallic or glittery. There are colours billed for "exotic" skin tones. There is glow-in-the-dark polish, polish that's colourless indoors but becomes visible in sunlight, and mood-changing polish. Then there's regular polish remover, mild polish remover, thinner, quick dry polish protector and anti-chip coating, although one woman has just announced a new fashion statement: chipped nail polish "for girls who just don't care anymore. They're tired of being 'proper' and the way people expect them to be." You can also purchase "cute, plush, little animal figures [that] allow the user to hold the nail polish bottle steady over their knee, while applying the nail polish, keeping both hands free." For only \$9.95 each!

It's what's inside that counts

However, there are other hidden costs that makes one wonder if this seemingly inconsequential beauty product is worth it. Nearly all nail polish contains toluene (a toxin) and formaldehyde (a known carcinogen). Even toluene- and formaldehyde-free varieties contain petroleum solvents, which don't break down easily, are stored in body fat, and passed on in breast milk. And the ominous-sounding dibutyl phthalate is used to make nail polish smooth. According to a recent study done by XX, lab animals exposed to dibutyl phthalate had a disproportionately high number of offspring with birth defects, especially of the male reproductive system... Of course the cosmetic industry doesn't recognize any danger. Mary B. of X company says that DPB has been used for 40 years and there are no proven toxic effects....

## Form & Content

Lead anecdote used to hook readers

Main idea introduced in lead paragraph

Subheadings used to signal modules; no paragraph indentations

Body organized in modules to explore subject in entertaining and informative manner

2<sup>nd</sup> module begins to explore and support main idea

written in 1<sup>st</sup> person, informal style

## Magazine Possibilities:

- *Consumers' Digest* for best types/quality control
- *Cosmopolitan* for feedback on how it gets you a hot date
- *Toronto Life* for best buys/weirdest colours on Queen St. W.
- *Harrowsmith* for environmental concerns

## Possible Slants:

- The smart shopper on a shoestring
- My love affair with nail colour
- Art and the cosmetic industry: a mixture of media (an interview with Toronto's nail gloss landscape painter)
- Nail colour: the most dangerous cosmetic

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